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2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

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Missouri Department of Higher Education

April 12, 2001

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2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

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2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

EXECUTIVE SUMMARY

This annual report extends and updates data and information presented to the CBHE and the CBHE Presidential Advisory Committee since April 1996. The 2001 report describes the progress the state's system of higher education has made in implementing the board's Blueprint for Missouri Higher Education. It also provides a baseline of information for transitioning the state conversation from the Blueprint to the board's new COORDINATED PLAN FOR MISSOURI HIGHER EDUCATION.

It should be noted that the institutional data included in this report provide the majority of the institutional statistical profile information reviewed annually by the institutions and CBHE staff as part of ongoing budget and mission review discussions provided for by Section 173.030 (7) and (8) RSMo.

Background

In November 2000, The National Center for Public Policy and Higher Education released its report, *Measuring Up 2000: The State-by-State Report Card for Higher Education*. This report was the subject of discussion by the leadership of Missouri's system of higher education during the December 2000 Governor's Conference on Higher Education. The results for Missouri as reported in *Measuring Up 2000* provide evidence that there are continuing challenges to improving the role the state's system of higher education has in achieving access, quality, and efficiency.

The authors of *Measuring Up 2000* used somewhat different measures than Missouri has used to assess and report on the progress being made to improve access, quality, and efficiency within the state's system of higher education. The report does demonstrate, however, that Missouri has continuing issues it must address related to student preparation for, and participation in, higher education; as well as ensuring the affordability of higher education, particularly for low-income students. In addition, Missouri like other states needs to revisit its efforts to assess student learning.

Conclusion

- The data and other information presented in this *2001 Progress Report* demonstrate that much has been accomplished, and substantial progress has been made in improving the state's system of higher education under the *Blueprint for Missouri Higher Education*. Notwithstanding these results, new challenges are ahead as higher education responds to the need for an accessible, high quality, and efficient system in the 21st century. Some of these challenges include the following:

- Students entering the state's public four-year colleges and universities as first-time, full-time, degree-seeking freshmen are better prepared and access to the state's system of higher education has improved for African-American and other minority groups. More effort is required to ensure that all Missouri high school students are prepared to succeed in work or further education after high school.
- The state's system of higher education is educating and graduating increasing numbers of students. More effort is needed to increase participation and success in higher education if Missouri citizens are to be as well educated as citizens in many other states.
- Financial access to higher education has increased. There is evidence to suggest, however, that many low-income students still find higher education is not affordable. Evidence is emerging that middle-income students also have problems financing higher education.
- The quality of higher education has improved over time and institutions are closer to meeting their respective mission-related goals. There is emerging evidence however, that the commitment made to quality and institutional mission-related goals demands constant vigilance and review to ensure that the quality of the state's system of higher education continues to improve rather than regress. Sustaining and improving the system of differentiated missions and focus on quality are important elements to continue.
- State support for higher education has increased significantly for institutional operations, capital maintenance and repair, and new construction, as well as student financial aid. Notwithstanding these gains, *Measuring Up 2000* indicates that there may be an important gap between the issues Missouri has addressed, measured, and reported in the annual Progress Report and those that the state's system of higher education should address.

2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

INTRODUCTION

This report describes the results of several planning initiatives and statewide goals established for Missouri higher education in 1992 and 1996 by the Coordinating Board for Higher Education and are incorporated in the board's *Blueprint for Missouri Higher Education*. Much has been accomplished, and substantial progress has been made in improving the state's system of higher education in the last decade. This report presents the progress and transitions the conversation to future planning for Missouri's system of higher education.

Statewide Assessment of Needs

In 1991, the Missouri Business and Education Partnership Commission, composed of state senators and representatives, released a report of its study of the state's system of higher education. The report contains a number of recommendations for improving the delivery and funding of higher education in Missouri and provided a foundation for the work of the Coordinating Board's Task Force on Critical Choices, composed of the chairs of public and independent college and university governing boards. The report of the Task Force on Critical Choices includes 24 quality goals for improving Missouri's system of higher education. The Missouri Business and Education Partnership Commission, the Task Force on Critical Choices, and the Missouri General Assembly through Senate Bills 101 (Section 178.637 (2) RSMo) Post Secondary Technical Education and 340 (Mission Review) passed in 1995 (Section 173.030 (7) and (8) RSMo) identified several areas that should be addressed to meet the needs of Missouri's residents for an accessible, high-quality, and cost effective system of higher education.

Vision Statement

Building on these recommendations, the Coordinating Board established a vision for Missouri's system of higher education that provides an organizing framework for the board's public policy decisions and strategic initiatives. That vision describes a system of public and independent colleges and universities and private vocational and career schools distinguished by the following characteristics:

- higher education and vocational training services of the highest quality that are competitive on a national and international level;
- a coordinated, balanced, and cost-effective delivery system;
- a range of vocational, academic, and professional programs that are affordable and accessible to all citizens with the preparation and ability to benefit from the programs;
- differentiated institutional missions and implementation plans, both among and within sectors, designed to meet state needs and goals with a minimum of program duplication; and
- a systematic demonstration of institutional performance and accountability through appropriate assessment efforts.

Bridging the Past with the Present and Future

Baseline data for most of the 24 quality goals were gathered in 1993, and data continue to be collected annually through the CBHE Survey of Missouri Higher Education Performance Indicators, the Enhanced Missouri Student Achievement Study (EMSAS), and other state and federal surveys completed by the state's public and independent colleges and universities.

Several measures used to monitor the institutions' performance in meeting these goals have been included as part of the board's Funding for Results (FFR), or performance-based, budget recommendations. FFR elements included in the budget recommendations were selected based on discussions among the leadership of the state's colleges and universities and the Coordinating Board. All FFR elements were drawn from the board's broader set of performance measures included in the 24 quality goals and public policy initiatives. Progress toward these goals has been reported annually during the Coordinating Board's April meeting since 1997.

To further focus Missouri's system of higher education on improvement and to provide a refined organizing framework for the quality goals, the board adopted four strategic initiatives in 1996 as part of its *Blueprint for Missouri Higher Education*. Those initiatives include institutional mission review and enhancement, enhanced postsecondary technical education, coordinated technology-based delivery systems, and performance-based funding. In 1997, the board added universal access to the 13th and 14th years of education.

In recent years, the board's strategic planning initiatives also have been guided by the work of two study groups that presented their recommendations to the board in June 1996. The final report of the board's Resource Group for Postsecondary Vocational Technical Education resulted in the *State Plan for Postsecondary Technical Education*, which has provided the framework to expand geographic and programmatic access to postsecondary technical education throughout the state. The final report of the Resource Group for a Telecommunications-based Delivery System includes recommendations that have resulted in the board's efforts to expand MOREnet, develop MOBIUS, and initiate the development of the Missouri Learners' Network. Both reports were accepted and the recommendations were adopted by the board on June 13, 1996.

While these reports and statewide initiatives guided the work of Missouri higher education during the last decade, several reports and recommendations released in 1999 and 2000 must guide the development of public policy initiatives, quality goals, and strategic initiatives in the beginning of the 21st century. These reports include:

- *Toward an Affordable Future* by the Missouri Commission on the Affordability of Higher Education,
- *Mathematics in Missouri* by the Missouri K-16 Coalition,
- *Action Plans for Collaboration* by the Missouri presidents and chancellors participating in the Knight Higher Education Collaborative,

- *Show Me Results* by Educated and Prosperous Missourians Gubernatorial Sub-cabinets, and
- *Measuring Up 2000: The State-by-State Report Card for Higher Education* by The National Center for Public Policy and Higher Education.

As the state's system of higher education transitions from the past to the future, **access** to the state's system of higher education must be examined in terms of financial, geographic, and programmatic access to learning success. A continued commitment to and examination of the **quality** of teaching, learning, research, and service must be made. Finally, Missourians need to be assured that the **efficiency** of the state's system of higher education is performance-based, maximizes the impact of funding, and minimizes unnecessary duplication of resources.

This report complements the board's other performance and accountability reports, including the *Statistical Summary of Missouri Higher Education*, the *Directory and Statistical Summary of the Proprietary Sector of Missouri Postsecondary Education*, the annual report to the governor, legislators, and persons interested in Missouri higher education, and the annual CBHE budget recommendations for higher education.

Those issues and strategic initiatives associated with one of the elements included in the Coordinating Board's FY 2001 Funding for Results budget recommendations are indicated by FFR in parentheses.

A. ACCESS

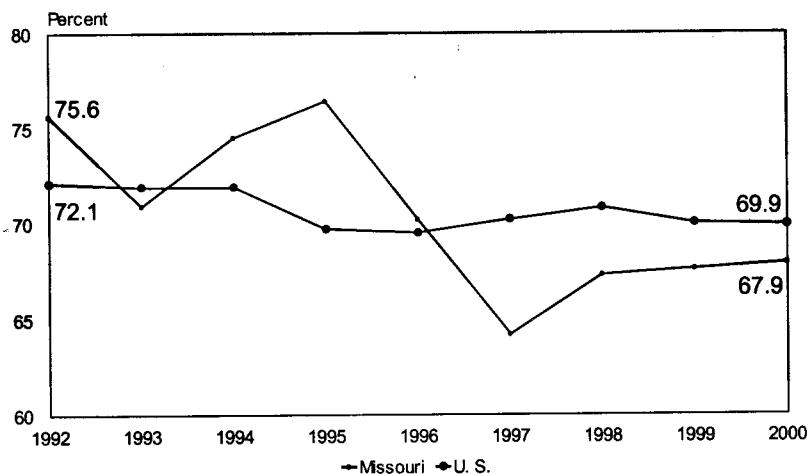
Several important perspectives on access to the state's system of higher education warrant different measures for how accessible higher education is to Missouri citizens. One measure of accessibility, as noted in the Educated Missourians Sub-cabinet report, is the educational attainment of Missouri citizens. While the Show Me Results goal related to educated Missourians focuses on the general population, many of higher education's discussions about access have revolved around specific groups of prospective learners. For example, while access to higher education for recent high school graduates has always been and will continue to be important, access to learning opportunities for working adults is increasingly on the minds of public policy decision-makers. While access to higher education for African-Americans and other minorities continues to be a high priority of the Coordinating Board and the state, the need to ensure access to higher education for students from Missouri's low-income families is also becoming increasingly important, as emphasized by the Missouri Commission on the Affordability of Higher Education.

Financial aid is an important factor in the extent to which low-income students are able to access Missouri higher education and is becoming an increasingly important part of the discussion about access. As financial aid is an important component of access, so too is the geographic proximity of learning opportunities to place-bound students and working adults.

Educational Attainment

To access higher education, Missourians must first be successful in completing the requirements of a high school diploma or General Educational Development certificate (GED). As indicated in Chart A1, according to the U.S. Census Bureau's Current Population Survey, in 2000, 67.9 percent of Missourians aged 18 to 21 had at least a high school diploma or GED, compared to 69.9 percent nationwide.

Chart A1
Educational Attainment of Persons Aged 18-21: 1992-2000
Percentage Who Have at Least a High School Diploma

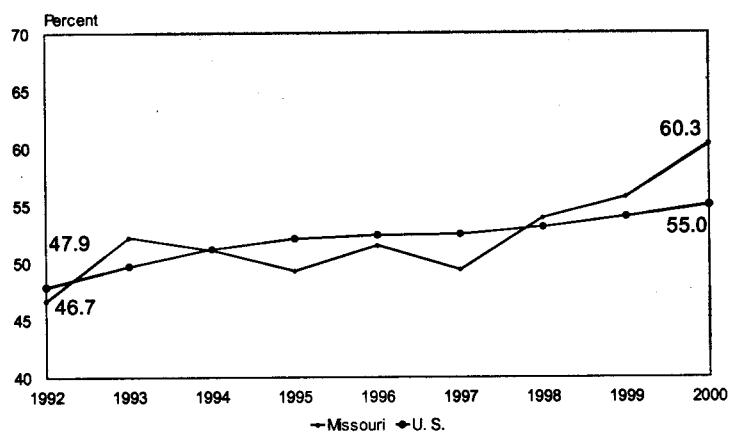


Source: U. S. Bureau of the Census, Current Population Survey

Other measures of access are statistics showing the educational attainment of persons aged 21 to 64 who have had at least some college and who have completed at least 14 or more years of school. As shown in Chart A2, in 2000, Missouri was above the national average, 60.3 percent compared to 55 percent, in terms of attending some college. Missourians were slightly above the national average, 35.2 percent compared to 35 percent, in persons having completed at least 14 years of education (Chart A3).

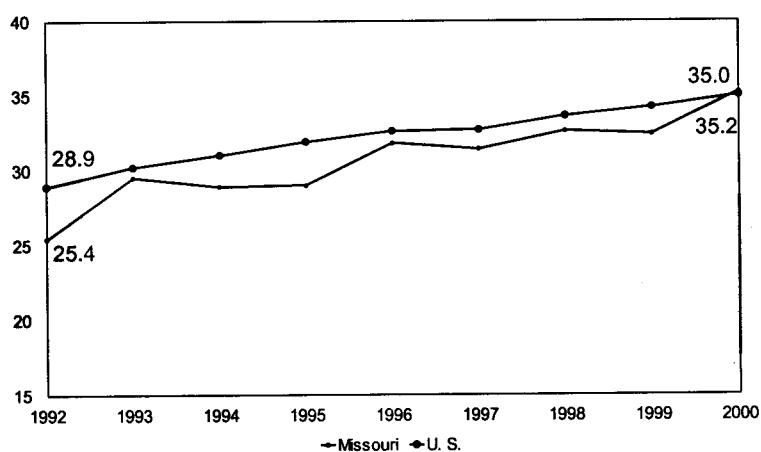
These data demonstrate that access to learning success at both the national and state levels can be improved significantly.

Chart A2
Educational Attainment of Persons Aged 21-64: 1992-2000
Percentage Who Have Attended at Least Some College



Source: U. S. Bureau of the Census, Current Population Study

Chart A3
Educational Attainment of Persons Aged 21-64: 1992-2000
Percentage Completing 14 Years of School or More*

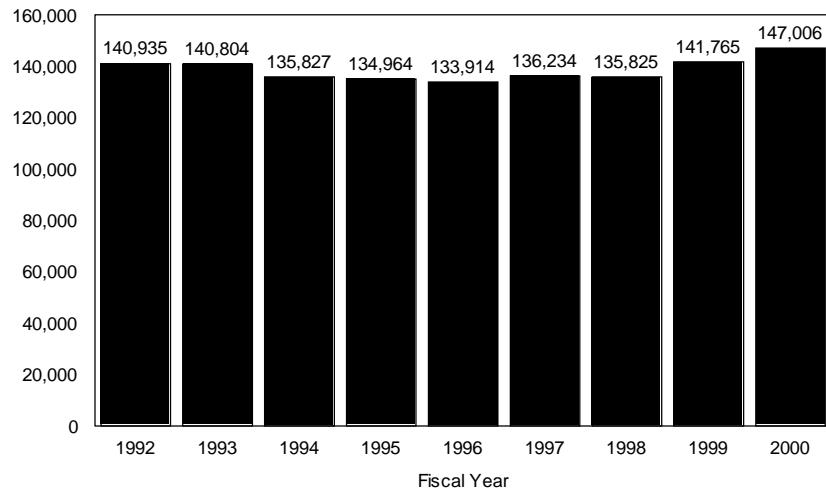


*Percent refer only to those attaining associate's degree or higher; persons pursuing bachelor's degree who have completed two years of college are excluded.
Source: U. S. Bureau of the Census, Current Population Survey

A measure of increased access to Missouri's system of higher education and potential increase in the educational attainment of Missouri citizens is the change over time in the number of undergraduate students enrolled in degree-credit courses in the state's public and independent colleges and universities. As indicated in Chart A4, the enrollment of undergraduate, degree-seeking students in FY 2000 was 6,071 higher than it was in FY 1992 (147,006 compared to 140,935). In addition, access can be measured by the number of degrees conferred by the state's colleges and universities. As indicated in Chart A5, in FY 2000, 53,285 degrees were conferred by Missouri's institutions of higher education, an increase of 6,667 degrees over FY 1992, or more than 14 percent.

Chart A4
Total Full-time Undergraduate Enrollment

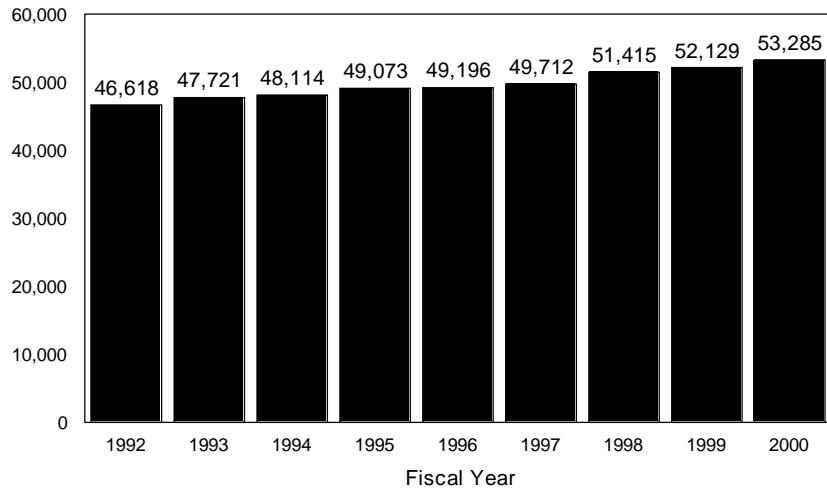
Missouri Public and Independent Two- and Four-year Institutions



Source: IPEDS EF

Chart A5
Total Degrees Conferred

Missouri Public and Independent Two- and Four-year Institutions

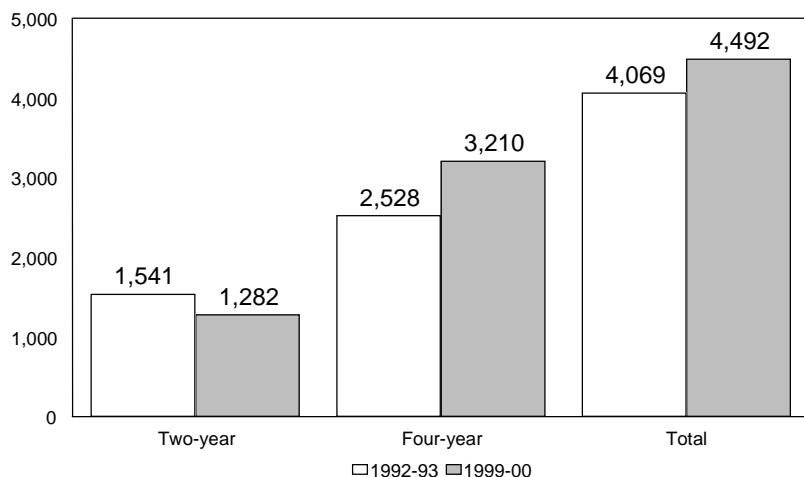


Source: IPEDS C

Consistent with the Coordinating Board's goal and the Missouri K-16 Coalition's recommendations for improving the study of mathematics and science at all levels of education are the state's Show Me Results recommendations developed by the Prosperous Missourians Sub-cabinet. The board's goal and these recommendations address the need of Missouri employers for the state's system of higher education for skilled employees and research.

As noted in Chart A6, the number of students graduating from the state's public colleges and universities in fields determined to be critical to the state's future in 1992 has increased from 4,069 per year to 4,492.

Chart A6
Number of Students Completing Programs of Study in Critical
High Skill Trades or Disciplines
Missouri Public Institutions



(Note: Two-year figure includes Linn State Technical College; four-year figure includes SW-West Plains.
Source: EMSAS)

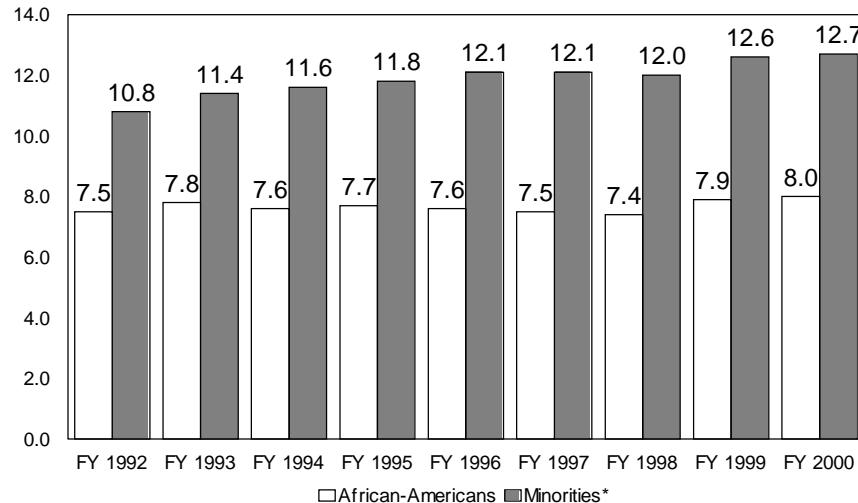
Participation and Success of Minorities and Other Underrepresented Students

Enrollment and Degree Completion

In the late 1980s and early 1990s, considerable statewide discussion focused on the importance of the participation and success of minorities in the state's system of higher education. Much of this discussion was focused on the African-American community because African-Americans represent the majority of the state's minority community. The goal for minority participation in Missouri higher education that was established in 1992 stated that "minorities would participate and succeed in Missouri's system of higher education in proportion at least equal to their representation in the state of Missouri."

Progress toward this goal shows that the proportion of the state's full-time undergraduate enrollment in public and independent colleges and universities comprised of minorities increased slightly from FY 1992 to FY 2000: from 10.8 percent to 12.7 percent for all minorities and from 7.5 percent to 8 percent for African-Americans (Chart A7).

Chart A7
African-Americans and Minorities as a
Percentage of Total Full-time Undergraduate Enrollment
 Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan native, and Asian
 No nonresident aliens or unknowns were included in the calculations.

Source: IPEDS EF

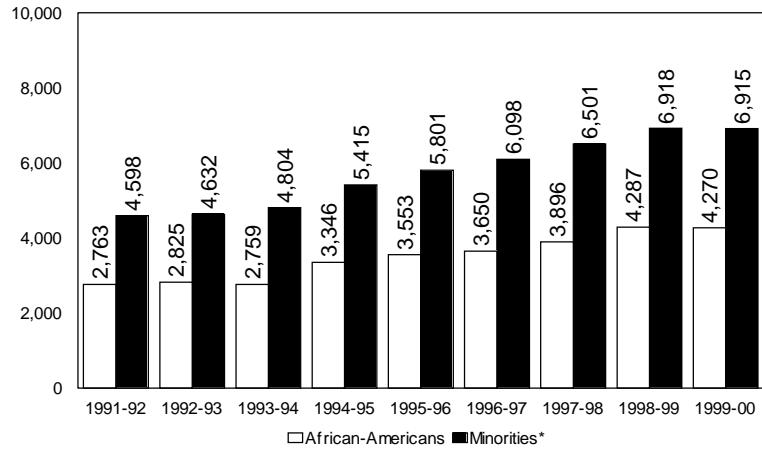
Total enrollment in private career schools certified to operate by the Coordinating Board has increased from 20,255 in 1992 to 27,969 in 1999. During that time, African-American enrollment in these schools increased from 3,099 to 4,129 or from 15 percent to 18 percent of the total enrollment. All minorities as a proportion of the total private career school enrollment increased from 19 percent to 23 percent between 1992 and 1999.

Between FY 1993 and FY 2000, the proportion of degrees conferred to minorities by Missouri public institutions has increased at every degree level. Certificates, however, decreased slightly.

- Certificate - from 10.2 percent to 10 percent
- Associate - from 10.6 percent to 11.1 percent
- Baccalaureate - from 7.0 percent to 10.4 percent
- Master's - from 7.5 percent to 9.0 percent
- Doctorate/First Professional - from 12.7 percent to 13.0 percent

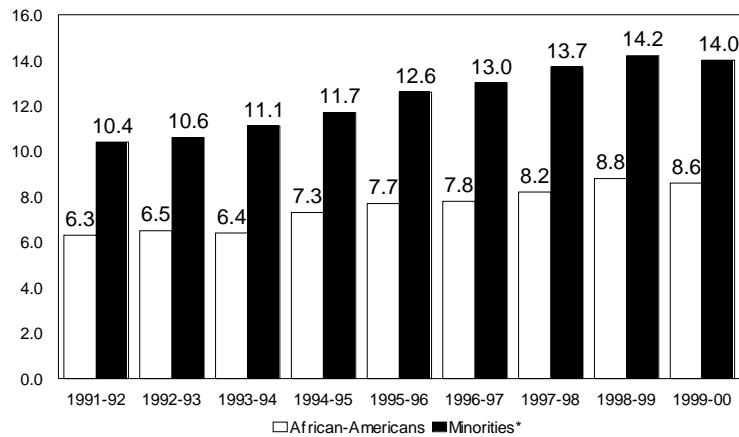
In addition, between FY 1992 and FY 2000, the number of degrees conferred to minorities by the state's public and independent two- and four-year colleges and universities has increased from 4,598 to 6,915, or by more than 50 percent, and from 2,763 to 4,270 to African-Americans, a 55 percent increase (Chart A8). During the same time, the proportion of all degrees conferred to minorities increased from 10.4 percent to 14 percent, and to African-Americans from 6.3 percent to 8.6 percent (Chart A9).

Chart A8
Number of Degrees Conferred
to African-Americans and Minorities
 Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan native, and Asian
 No nonresident aliens or unknowns were included in the calculations
 Source: IPEDS C

Chart A9
Degrees to African-Americans and Minorities
as a Percentage of Total Degrees Conferred
 Missouri Public and Independent Two- and Four-year Institutions



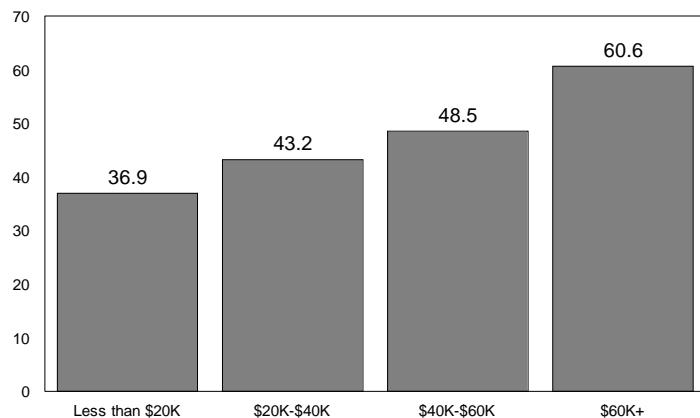
*African-American, Hispanic, American Indian/Alaskan native, and Asian
 No nonresident aliens or unknowns were included in the calculations.
 Source: IPEDS C

Underrepresented Students (FFR)

Over the course of the last decade, the conversation about the degree to which underrepresented groups have had access to and have been successful in the state's system of higher education began to focus on students from low socioeconomic backgrounds as well as ethnic minority groups. As a consequence, the Coordinating Board's Funding for Results element related to underrepresented groups was changed in FY 1998 to define underrepresentation as both low socioeconomic status (SES) and those minorities with graduation distributions lower than their distribution of 18 year olds or older in the Missouri population.

The importance of focusing higher education's attention on students from low socioeconomic backgrounds as underrepresented groups is demonstrated by Chart A10. While data for Missouri have not been analyzed in the way it is presented in Chart A10, these data do show that, nationally, in 1994, only 37 percent of the nation's baccalaureate degree recipients came from families with a family income of \$20,000 or less, compared to over 60 percent for those students whose families had incomes of \$60,000 or more.

Chart A10
Baccalaureate Degree Attainment of Beginning Postsecondary
Students,* by Family Income, 1994

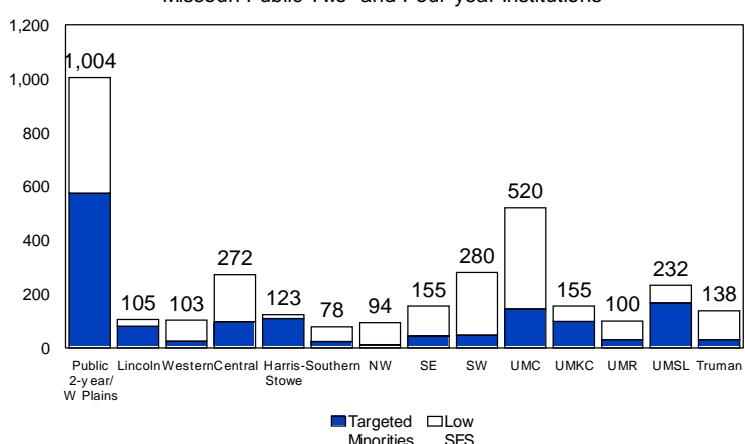


*Students at the national level seeking bachelor's degrees and beginning their education in 1989-90, status as of spring 1994.
Source: U.S. Dept. of Education, National Center for Education Statistics
Condition of Education 1998 (Supplement Table 12-1)

In FY 1999, Missouri community colleges conferred 6,983 certificates and associate degrees, of which 14.4 percent, or 1,004, met the board's criteria for its underrepresented FFR budget recommendation. Of the 1,004 degrees conferred by the community colleges that met these criteria, 43 percent, or 430, were from the low socioeconomic status group.

Of the 14,605 baccalaureate degrees conferred by the state's public four-year colleges and universities, nearly 16 percent, or 2,355, met the board's underrepresented FFR budget criteria, of which 62 percent, or 1,449, were from the low socioeconomic status (Chart A11).

Chart A11
Degrees Conferred to Underrepresented Groups*, FY 1999
Missouri Public Two- and Four-year Institutions



*At the certificate and associate degree level, African-American and American Indian/Alaskan native
At the baccalaureate degree level, African-American and American Indian/Alaskan native
Source: EMSAS and IPEDS C

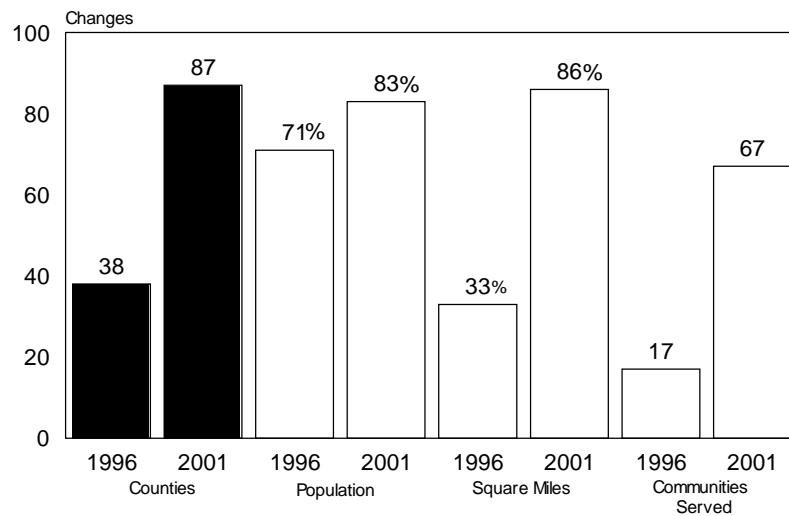
Geographic and Programmatic Access to Missouri Postsecondary Technical Education

While several statewide initiatives attempt to achieve this goal, none has had a greater impact in providing geographic access to higher education than the Coordinating Board's 1996 *State Plan for Postsecondary Technical Education*. Highlights of the state's success in increasing geographic and programmatic access to Missouri higher education and the state's postsecondary technical education delivery system follow.

Geographic Access

- Approximately 87 (77 percent) of Missouri's counties, 86 percent of Missouri's square miles, and roughly 4,600,000 (83 percent) of Missouri's population (2000 Census: Age 18 and over) now have access to postsecondary technical education among the state's public two-year and community colleges, Linn State Technical College, area vocational technical schools, selected baccalaureate institutions, and a number of private career schools.
- By the end of FY 2000, all 17 community college campuses, Linn State Technical College, Southwest Missouri State University-West Plains, and Missouri Western State College are delivering targeted postsecondary technical education programs to 47 additional communities located throughout the state, for a total of 67 points of access (Chart A12).

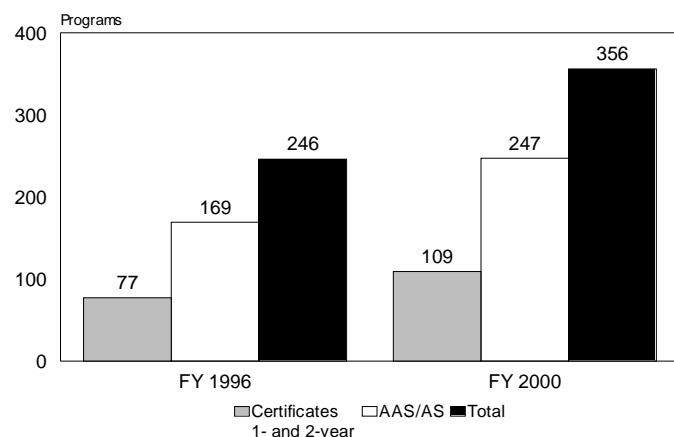
Chart A12
Increases in Geographic Access,
FY 1996 to FY 2001



Programmatic Access

- By the end of FY 2000, the 12 RTECs constructed 110 new targeted technical certificate and AS/AAS degree programs to the pre-FY 1997 capacity (Chart A13). These new targeted programs include industrial engineering technology, industrial maintenance, manufacturing engineering technology, industrial electronics, and computer related programs.

Chart A13
**Number of Certificates and Associate Degree Postsecondary
 Technical Education Programs, FY 1996 and FY 2000**



- Since July 1, 1997, the state's public four-year institutions have added a number of baccalaureate, master's, and doctoral degree programs in targeted technical fields, including electrical engineering technology, computer engineering, computer engineering technology, computer information systems, management information systems, and manufacturing engineering.

Transfer Students' Access to the State's System of Higher Education (FFR)

Data on the number of students who begin their studies at a Missouri community college and complete their baccalaureate degrees at a public baccalaureate degree-granting college or university is included in the board's FY 2002 FFR budget recommendations. As indicated in Chart A14, between FY 1995 and FY 2000, the number of students who began their studies at a public community college and completed their baccalaureate degrees at a public baccalaureate degree-granting institution increased from 2,194 to 2,777, or 27 percent. In addition, as shown in

Chart A14
**Number of Students from Missouri Public
 Two-year Institutions Who Received Baccalaureate
 Degrees from a Missouri Public Institution**

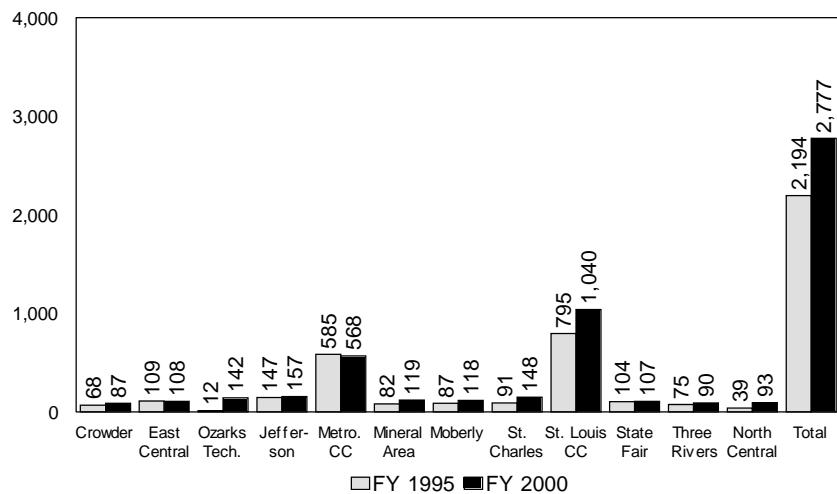
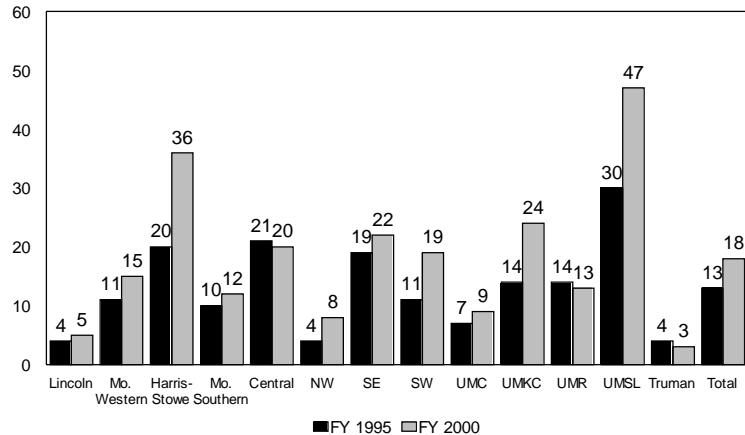


Chart A15, the proportion of baccalaureate degrees conferred by Missouri's public baccalaureate degree-granting colleges and universities to students who took 12 or more hours at a public community college increased from 13 percent in FY 1995 to 18 percent in FY 2000.

Chart A15
Percentage of Baccalaureate Degree Recipients from Missouri
Public Four-year Institutions Who Took 12 or More Credit Hours
at a Missouri Public Two-year Institution



Source: EMSAS

In FY 2000, 1,616 degree-seeking students transferred from the state's public two-year community colleges to the state's baccalaureate degree granting independent colleges and universities. This is an increase of 207 students, or 15 percent, over the 1,409 that transferred to the independent colleges and universities in FY 1996.

Financial Access

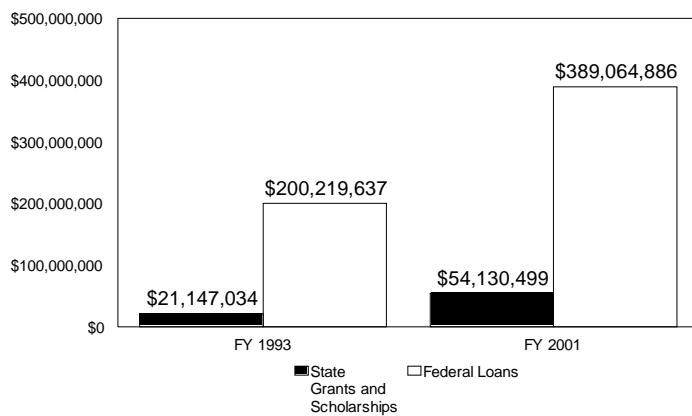
Achieving the educational attainment and geographic and programmatic access goals established by both state government and the Coordinating Board for Higher Education depends to a great extent on Missourians' financial access to educational opportunities beyond high school. Financial access to higher education was of paramount concern to the Missouri Commission on the Affordability of Higher Education, which released its report, *Toward an Affordable Future*, in December 1999. Throughout its discussion of the cost, price, and affordability of Missouri higher education and in its recommendations to the Coordinating Board and the state's system of higher education, the commission expressed the concern that higher education should be financially accessible to all Missourians. The Missouri Business and Education Partnership Commission, in its report to the state in December 1991, and the Coordinating Board's Task Force on Critical Choices in 1992 expressed this same concern.

In 1997, the Coordinating Board established its 5th strategic initiative, universal access to the 13th and 14th years in response to the governor's efforts to promote and increase the educational attainment of all Missourians through the state's focus on results. Providing financial access to higher education was vital to the governor's and Coordinating Board's efforts to achieve this goal.

This initiative led to establishing the state's A+ Schools Program for eligible high school graduates; the Challenge and Bridge programs; State Guaranty Scholarship Program; Advantage Missouri; a family savings program, MO\$T; and a student loan interest rate reduction program for Missouri classroom teachers who have loans held by the Missouri Higher Education Loan Authority.

While achieving full financial access to higher education for everyone is a noble goal, it may never be fully achieved. However, it is noteworthy that as a result of establishing a number of new student financial assistance programs, the state has increased its funding commitment for financial assistance from just over \$21.1 million in FY 1993 to more than \$54.1 million in FY 2001 (Chart A16). With the addition of the Missouri College Guarantee Program, Missouri's most financially needy students can receive a total of at least \$4,600 in need-based financial aid.

Chart A16
State Student Financial Assistance,
FY 1993 and FY 2001

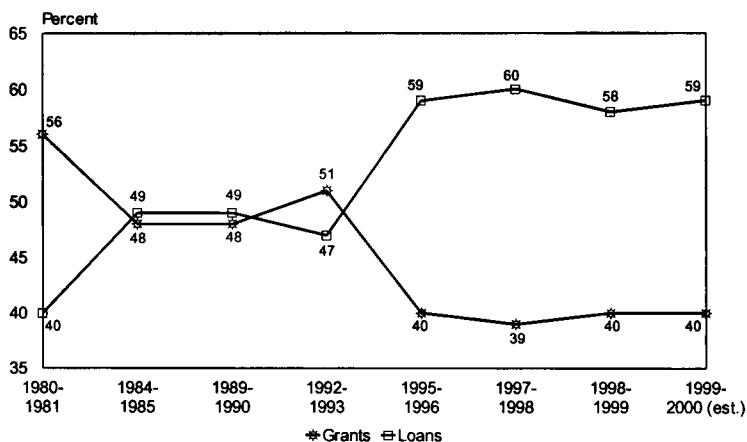


Note: FY 2001 includes \$10 million in A+ Incentive Grants.
Source: Missouri Student Financial Assistance Program Payment Table

Students who borrowed money to finance their higher education at an institution participating in the Federal Family Education Loan Program increased their financial debt by more than \$188 million, or 94 percent. As shown in Chart A17, the increased student demand for federally guaranteed student loans has become a national phenomenon. Students' dependence on student loans increased from 40 percent in FY 1981 to an estimated 59 percent in FY 2000 while their dependence on grants and scholarships decreased from 56 percent to an estimated 40 percent over the same period of time.

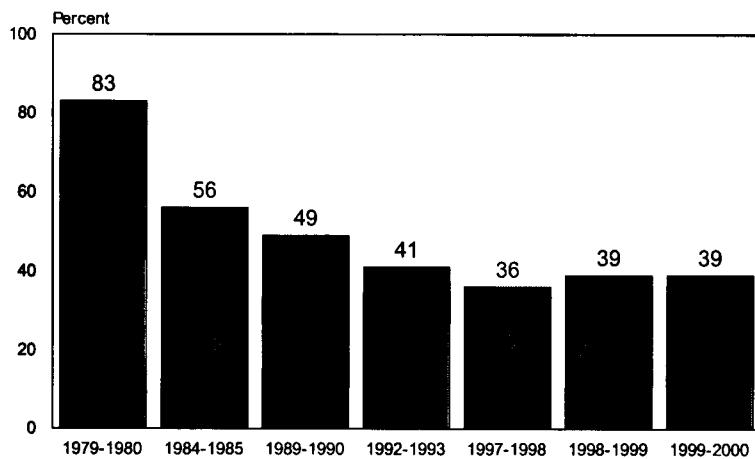
The need for students to borrow has been driven in part by the extent to which the proportion of the cost of college attendance covered by a maximum federal Pell Grant has declined nationally from 83 percent in FY 1980 to 39 percent in FY 2000 (Chart A18).

Chart A17
Grant/Loan Balance



Source: The College Board, "Trends in Student Aid 2000"

Chart A18
Maximum Pell Grant as a Share of Cost of Attendance



Source: The College Board, "Trends in Student Aid 2000"

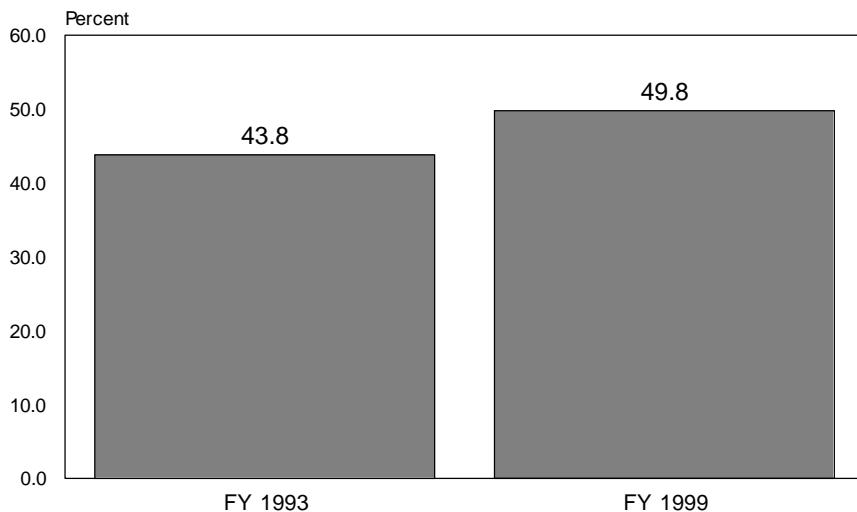
While the amount of available financial aid has increased, ensuring financial access to higher education for Missouri's low-income students continues to be a high priority on the state's agenda. A December 1997 report presented at the Governor's Conference on Higher Education by Mr. J. Leland Johnson and Dr. Stephen G. Katsinas emphasized the need for this priority.

Dr. Kent Halstead of Research Associates of Washington also identified the need for Missouri to address issues of financial aid for Missouri's low-income students. In his report, *Financing Public Higher Education in the State of Missouri and the Role of Tuition*, prepared for the Missouri Commission on the Affordability of Higher Education, Dr. Halstead writes, "Missouri's proportion of poor youth (19.9 percent) is near the national average (18.8 percent). These youth represent a very special responsibility and opportunity."

Further evidence of the affordability of Missouri higher education, particularly for low-income students, was provided by The National Center for Public Policy and Higher Education in its report, *Measuring Up 2000, The State-by-State Report Card for Higher Education*. Those that prepared this report gave Missouri a grade of D+ on the extent to which the state's system of higher education is affordable.

While there are many factors that are associated with the data reported in Chart A19, this chart demonstrates that Missouri continues to have a large percentage of students who qualify for need-based student financial aid. As indicated in the chart, the proportion of undergraduates who receive need-based student financial aid has increased from 43.8 percent of the state's undergraduate enrollment in FY 1993 to almost 50 percent by FY 1999.

Chart A19
Percentage of Undergraduate Students
Receiving Need-based Financial Aid



Sources: DHE02 and DHE14-1

Summary

While there are indications that the state's system of higher education has become more accessible to the citizens of Missouri since 1992, the data demonstrate that more needs to be done to increase the educational attainment of Missouri citizens and to further ensure that Missourians have financial access to their state system of higher education.

B. QUALITY

The Coordinating Board's goals of access, quality, and efficiency should be viewed collectively. Each item alone is not sufficient. From a state perspective, the need exists to provide all Missourians with access to quality educational opportunities. In addition, Missouri's system of higher education must demonstrate a responsible stewardship of its public funds through efficiency. Access and efficiency become hollow efforts if quality is not preserved.

Quality is measurable through several different indicators of success. A mature assessment program permits a close examination of individual improvement efforts, the results of which become part of a systemic approach to demonstrating accountability. Clearly, some inputs will have a tremendous influence on subsequent output measures of quality.

An understanding of the quality of Missouri's system of higher education takes a systemic approach by using several quality indicators. By using discrete sources, each unit of measurement becomes more meaningful, giving faculty and institutions ownership of the success or failure of the process and, subsequently, empowering institutions and faculty alike to effect change. Examples of such quality measures include:

Student Preparation

- Quality of incoming undergraduate students (the CBHE-recommended 16-unit high school core curriculum)
- Advanced credit opportunities in high school
- Quality of incoming graduate students

Institutional Environment

- A commitment to assessment
- Promoting quality through program review
- Promoting quality technical education
- Ensuring quality through external review and support of national accreditation of specific programs
- Enhancing quality through technology
- Enhancing faculty quality
- External funding
- Minority role models

Teacher Preparation

- Quality and preparation of prospective teachers
- Performance of prospective teachers
- Overall quality of teacher education programs
- Related data on teacher quality

Student Performance

- Performance in general education
- Performance in the major
- Performance on licensure, certification, and registration examinations

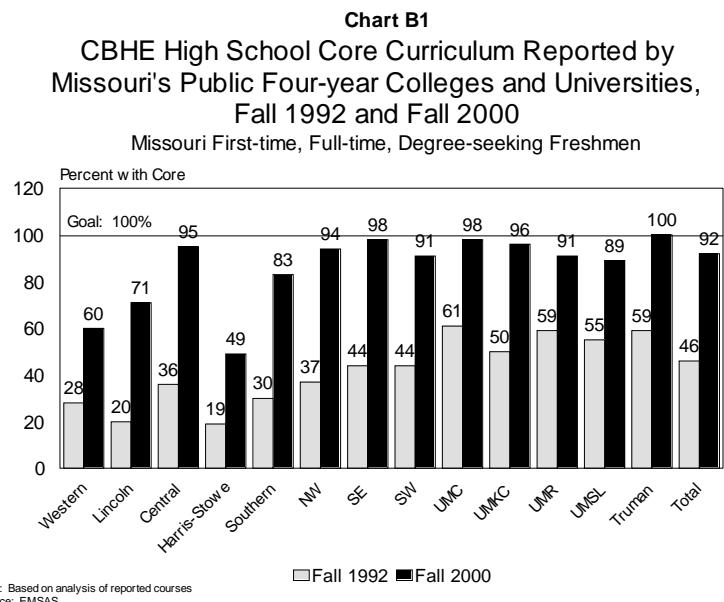
- Student and employer feedback

Student Preparation

Adequate student preparation serves Missouri's system of higher education by increasing the likelihood of individual student success. Entry-level standards become gatekeepers to ensure that previous performance will guide students in the pursuit of educational opportunities that are realistic and consistent with achievement and ability.

The CBHE-recommended 16-unit High School Core Curriculum (FFR)

Data from the Enhanced Missouri Student Achievement Study (EMSAS) demonstrate that students taking rigorous academic courses in high school score higher on the ACT. In December 1992, the board established completion of a 16-unit high school core curriculum as a standard for admission to public four-year institutions. A target goal of 100 percent was adopted. The number of students meeting this entrance standard has increased dramatically from 46 percent in fall 1992 to 92 percent in fall 2000. As demonstrated in Chart B1, eight institutions have exceeded 90 percent; one institution has achieved the target goal of 100 percent. It is important to note that between fall 1999 and fall 2000, six institutions experienced decreases ranging from 4 to 28 percentage points. Furthermore, the national report card, *Measuring Up 2000* indicated that Missouri's performance in the area of preparation is only C+. A greater number of Missouri's high school students (not just those planning to attend public four-year institutions) need to complete core rigorous academic courses and demonstrate improved proficiency in mathematics, reading, and writing.



Advanced Credit Opportunities in High School

Advanced Placement (AP) and dual credit programs provide high performing high school students the opportunity to participate in collegiate-level courses. The CBHE has as a goal to increase Missouri's participation in the nationally recognized AP program sponsored by the

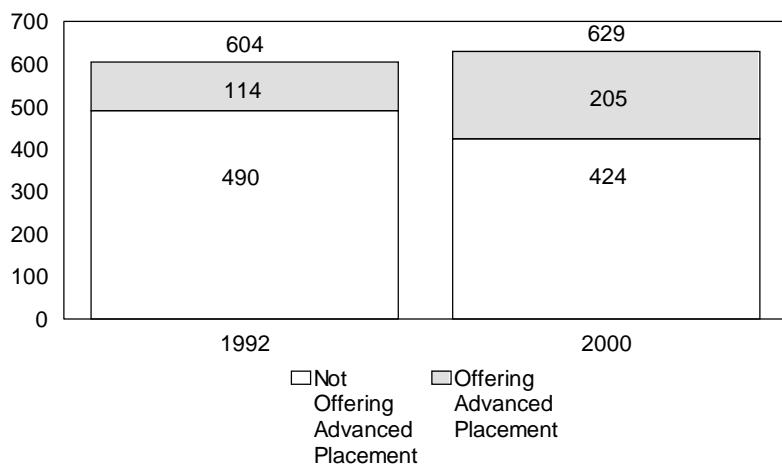
College Board. The CBHE's dual credit policy establishes quality control for dual credit, which is a locally developed program.

Advanced Placement Programs

Since 1992, the number of high schools offering AP courses has increased by 80 percent, from 114 to 205 (Chart B2). In addition, the number of Missouri high school students taking AP courses has increased by 119 percent, from 2,864 to 6,275, and the number of AP examinations taken has increased over 118 percent, from 4,585 to 10,003 (Chart B3).

Chart B2

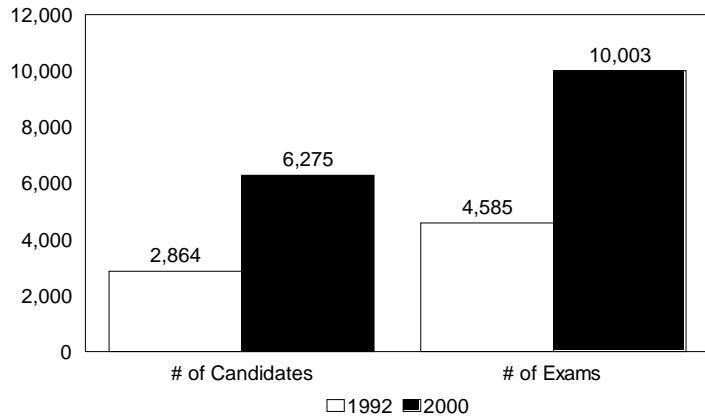
Total Missouri Public and Private High Schools and the Number Offering Advanced Placement, 1992 and 2000



Source: The College Board
Note: Data are not available to make urban vs. rural comparisons

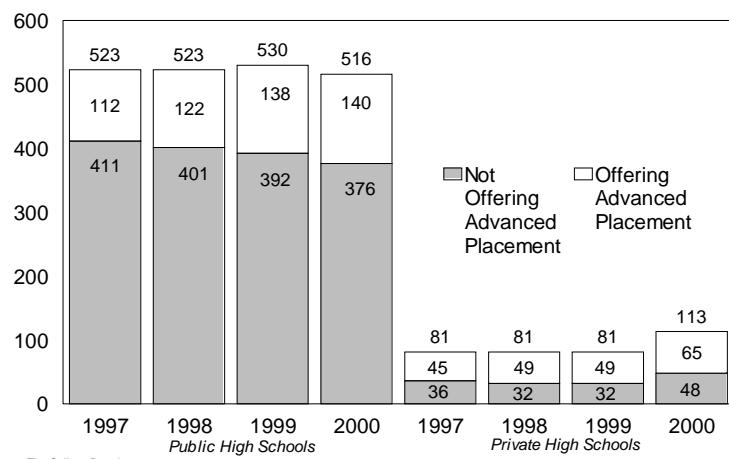
Chart B3

Number of High School Candidates for Advanced Placement Exams and Number of Exams Taken



Source: The College Board
Note: Data are not available to make urban vs. rural comparisons

Chart B4
Total Missouri Public and Private High Schools and the Number Offering Advanced Placement, 1997-2000



Source: The College Board

Note: Data are not available to make urban vs. rural comparisons

As indicated in Chart B4, the number of high schools offering AP courses has increased in both the public and private sectors. Between 1997 and 2000 the proportion of public high schools offering AP courses increased from 21 percent to 26 percent. Private high schools increased from 55 percent to 65 percent during the same time period. Missouri ranks 5th nationally in the number of its students who score at 3 or above on AP examinations. Despite this ranking, the national report card focuses attention on all high school students, thereby emphasizing penetration of the AP program into the culture of all high schools. In that respect, too many of Missouri's high school students do not have access to AP courses.

Missouri's two AP Teacher Development Centers, one at Truman State University and the other at Southeast Missouri State University provided training to 871 AP teachers between FY 1997 and FY 2000. More detailed information about the performance of these centers will be available on the CBHE website.

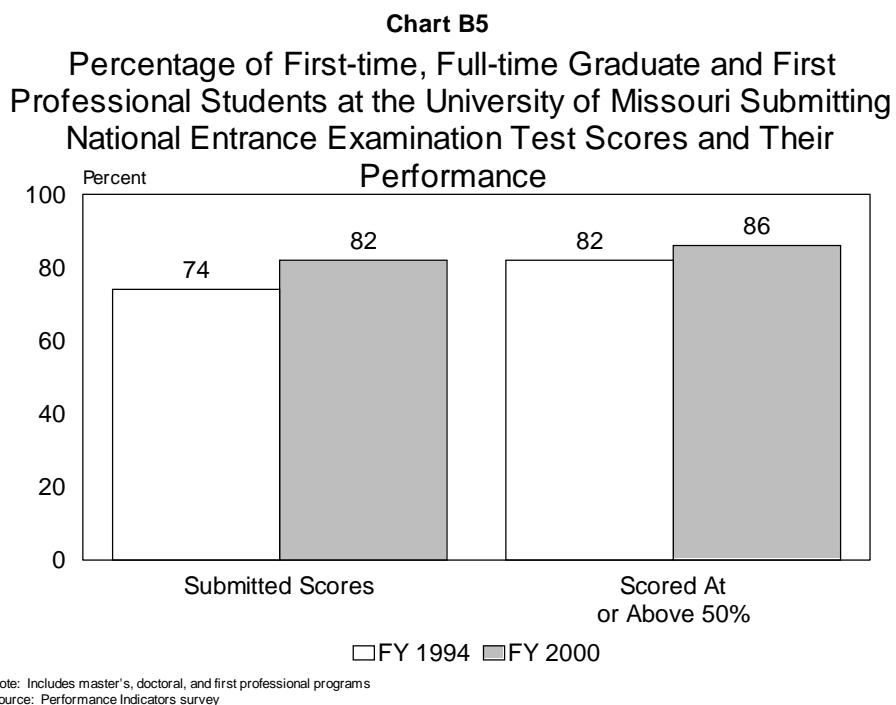
Dual Credit Programs

Missouri's dual credit policy applies to general education courses taught in high school by high school faculty. The number of students (duplicated headcount) taking dual credit courses has increased from 25,000 in FY 1996 to 41,000 in FY 1998. Furthermore, 90 percent of the dual credit courses in FY 1998 were delivered in high schools by a cadre of more than 1,700 high school faculty.

In FY 2001, institutions submitted acceptance and delivery dual credit policies for review. One independent institution and one technical/professional institution do not accept dual credit courses. Of the 32 colleges and universities that offer dual credit courses in high schools, all but two were evaluated to be in compliance with CBHE guidelines. The remaining two are revising their policies. All acceptance and delivery policies are on file with the CBHE. Data on institutional practices and student performance will be collected in summer 2001.

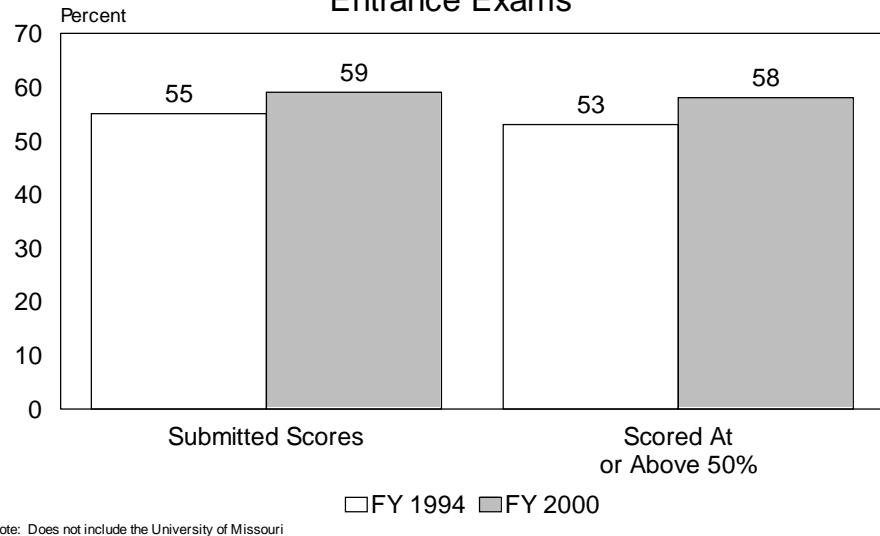
Quality of Incoming Graduate Students (FFR)

The board has established as a target goal that 66 percent of entering graduate students will score at the 50th percentile or above on appropriate, nationally normed entrance examinations. Chart B5 shows that between FY 1994 and FY 2000, the proportion of first-time, full-time graduate and first professional students submitting entrance examination scores at the four campuses of the University of Missouri increased from 74 percent to 82 percent, while the percentage of those scoring at or above the 50th percentile on those entrance examinations increased from 82 percent to 86 percent.



During the same period, the state's other master's degree-granting institutions (Central, Lincoln, Northwest, Southeast, Southwest, and Truman) increased the proportion of first-time, full-time graduate students submitting entrance examination scores from 55 percent to 59 percent. In addition, these institutions also increased the percentage of those who scored at or above the 50th percentile on those examinations from 53 percent to 58 percent (Chart B6).

Chart B6
 Percentage of First-time, Full-time Graduate Students at
 Missouri's Master's Degree-granting Institutions Who Submitted
 Scores and Scored At or Above the 50th Percentile on National
 Entrance Exams



Note: Does not include the University of Missouri
 Source: Performance Indicator survey

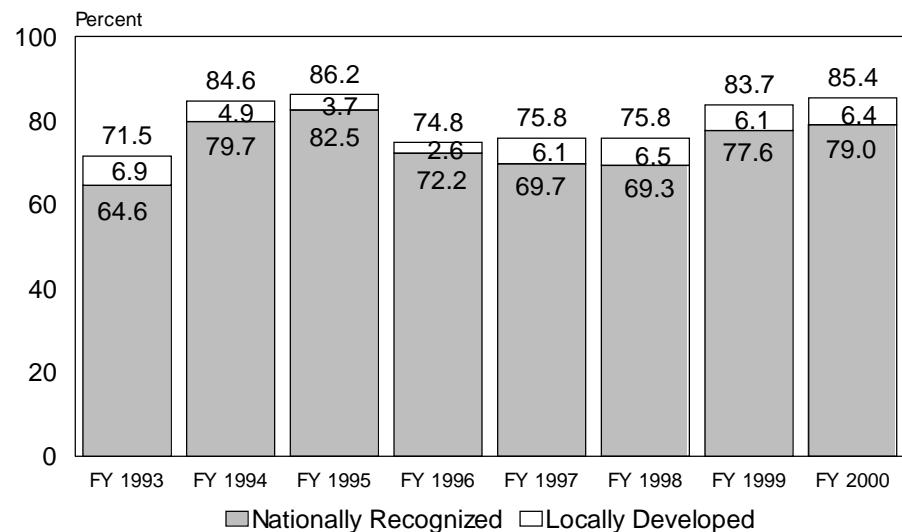
Institutional Environment

The term “institutional environment” refers to those characteristics of an institution related to its structure and design, that foster a commitment to high-quality teaching and learning. Aspirations for quality improvements are effective only when institutional culture supports such processes through a variety of approaches. The Coordinating Board encourages institutions, as they pursue quality, to be responsive to their unique local differences in institutional culture and their specific institutional mission. The quality measures below indicate progress toward fostering a local environment that allows for, and results in, meaningful quality improvements.

A Commitment to Assessment (FFR)

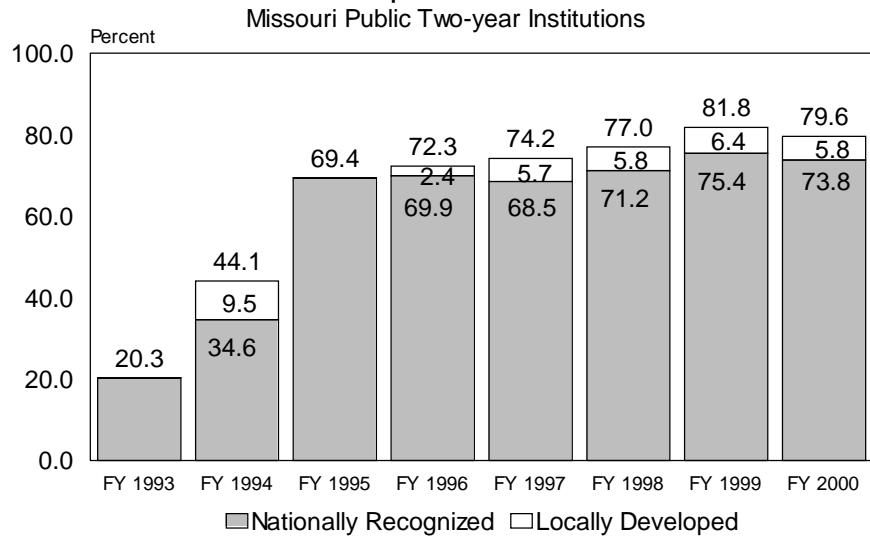
All of Missouri’s public two- and four-year institutions have extensive assessment programs that measure student performance in general education. The percent of baccalaureate degree graduates taking either national or local assessments of general education has fluctuated since FY 1993, but has steadily increased from 74.8 percent to 85.4 percent between FY 1996 and FY 2000 (Chart B7). Assessment of associate degree graduates in general education increased from 20.3 percent to 79.6 percent between FY 1993 and FY 2000 (Chart B8). Independent institutions are committed to developing effective assessment programs. Assessment coordinators from independent institutions have been invited to become members of the Missouri Assessment Consortium (MAC).

Chart B7
**Percentage of Baccalaureate Degree Recipients Who Were
Assessed in General Education Using a Nationally Recognized or
Locally Developed Instrument**



Source: Performance Indicators survey

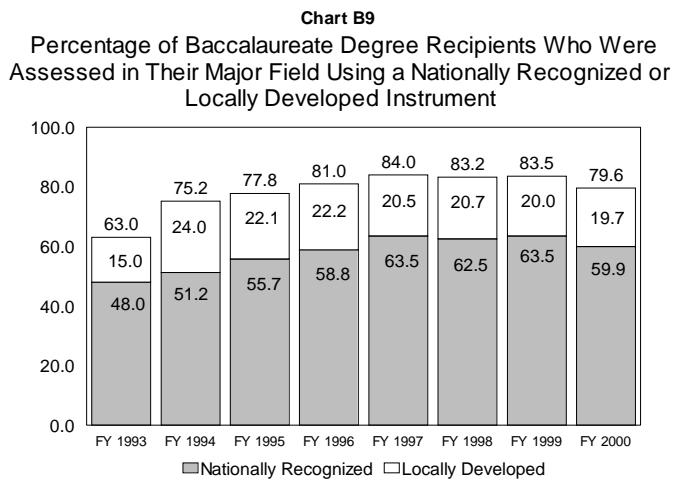
Chart B8
**Percentage of Associate Degree Recipients Who Were Assessed
in General Education Using a Nationally Recognized or Locally
Developed Instrument**



Source: Performance Indicators survey

Assessment programs that measure performance in the major are also encouraged for baccalaureate students. The percentage of baccalaureate graduates taking either national or local assessments in the major between FY 1993 and FY 1999 increased from 63.0 percent to 83.5 percent, but experienced a drop of 3.9 percentage points between FY 1999 and FY 2000 (B9).

Additional assessments in the major beyond licensure, certification, or registration examinations required for practice have not been promoted.



Promoting Quality Through Program Review

Quality is also affected by each institution's commitment to design and implement programs that are not only central to their mission, but also meet established standards. The Coordinating Board is committed to the systematic review of both new and existing academic programs.

Review of New Programs

During the calendar year 2000, the CBHE approved 59 new programs at public institutions, received 9 new programs at independent institutions, and processed 49 program changes.

Review of Existing Programs

Approximately 242 programs were reviewed at public four-year institutions during the 1999-2000 academic year. About 23 percent (56) of these programs have received specialized accreditation. An executive summary of these reviews, including program improvements as well as actions to enhance, maintain, or eliminate program offerings, is filed with the Coordinating Board.

Promoting Quality Technical Education

Table B10 shows that the number of new certificate- and associate-level programs in the six targeted occupational areas supported by the RTECs and offered by public two-year institutions and select public four-year institutions increased by 45 percent, from 246 in FY 1996 to 356 in FY 2001.

Baseline data for the targeted occupational areas supported by the RTECs at the BS, MS, and PhD levels prior to July 1996 is not available.

Table B10
Summary of Development of Technical Programs (Certificates, AAS/AS, BS, MS, and PhD)
Among Public Two- and Four-year Colleges and Universities in Missouri

Targeted Occupational Areas	Programs prior to July 1, 1996		Programs established between July 1, 1996 and March 1, 2001		
	Certificate	AAS/AS	Certificate	AAS/AS	BS/MS/ PhD
Computer/Information Systems	18	32	7	18	11
Engineering Technology-Related	11	25	4	28	9
Advanced Health Occupations	3	17	0	1	0
Mechanics Repairers	11	19	10	12	0
Precision Production Trades	31	69	10	18	4
Science Technologies	3	7	1	1	0
Sub-totals	77	169	32	78	24
Totals		246		134	
All programs				380	

Note: Institutions include Central Missouri State University, Lincoln University, Linn State Technical College, Missouri Southern State College, Missouri Western State College, public community colleges, Southeast Missouri State University, Southwest Missouri State University-West Plains, and the University of Missouri-Rolla

Ensuring Quality Through External Review

Accreditation is one approach to promoting quality through external review. Accreditation operates at two levels, institutional and programmatic. At either level, the major functions of accreditation include assurance that minimal standards for quality are met and that improvement, as a result of self-reflection and peer evaluation, occurs.

Missouri institutions receive regional accreditation from the Higher Learning Commission of the North Central Association (formerly known as NCA). In August 2000 Linn State Technical College received full institutional accreditation from the NCA. A list of all Missouri postsecondary institutions accredited by the commission appears in the appendix.

According to the state's program inventory, approximately 900 programs (out of a total of 4,188 degree and certificate programs) from public and independent, two- and four-year institutions have specialized or professional accreditation. During FY 2000, 11 targeted technical programs became accredited or certified by a recognized industry organization. Over the next four years, plans are in place to achieve appropriate national or industry-based accreditation in 70 targeted technical programs. In addition, there are 7 ABET-accredited programs that are delivered either by Saint Louis University or Washington University and 26 ABET- and 2 NAIT-accredited programs delivered by the public four-year institutions. Note: over 50 percent of the 4,188 programs in the state's program inventory do not have specialized accrediting agencies, and therefore are not eligible for specialized accreditation.

Enhancing Quality Through Technology

The availability of a technologically sophisticated learning environment has become an increasingly important indicator of quality in higher education. An institution with access to the most current information available on line is able to leverage its own resources with those of the larger academic community.

MOREnet and MOBIUS

This year Missouri has been distinguished as one of five states sponsored by Internet 2. This will allow MOREnet to provide access to a new realm of digital experiences for Missouri's K-20 students and educators as well as provide a forum for the exchange of ideas and information. In addition, academic libraries participating in the Missouri Bibliographic Information User System (MOBIUS) consortium have developed a common library platform that allows students and faculty to borrow library materials from all member institutions. Currently, 30 institutions are online, and 19 others will be phased in between now and July 2002. In calendar year 2000, there were 30,000 volumes borrowed through MOBIUS. As of today, 12 million volumes are available online to MOBIUS members.

Enhancing Faculty Quality

Faculty responsibilities include the traditional areas of instruction, scholarly or artistic productivity, and service. A campus climate that supports quality is enhanced by the Coordinating Board's goals and initiatives that support the professional development of faculty and the evolution of institutional characteristics that foster excellence in teaching, research, and service.

Faculty Workload

As a result of mission differentiation and enhancement and other funding sources, Chart B11 shows that between FY 1995 and FY 2000, the number of faculty employed by the state's public four-year colleges and universities increased by 20.8 percent, representing an addition of 1,205 new positions.

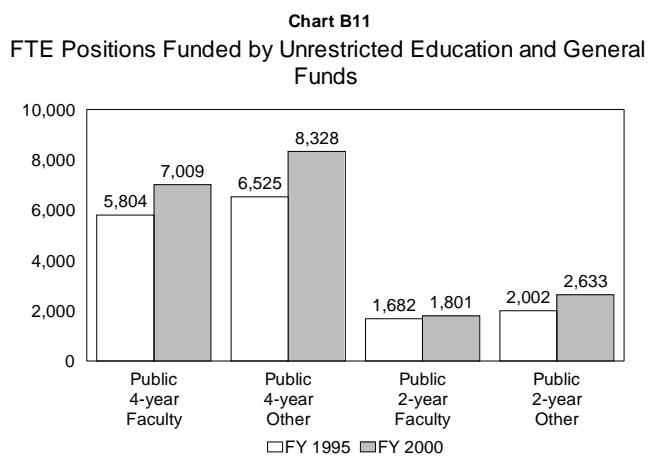
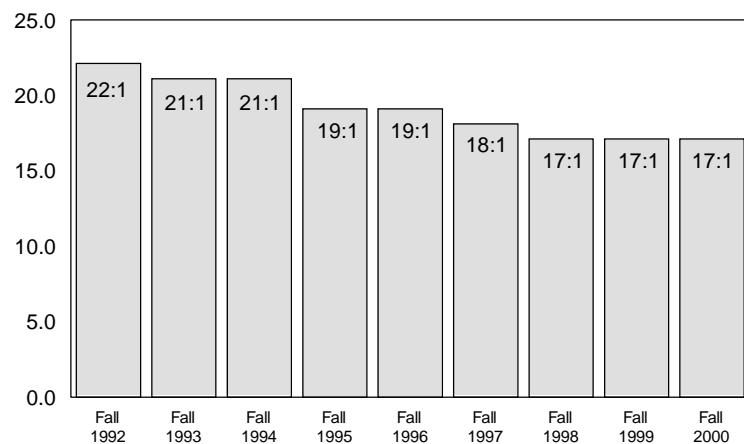


Chart B12
On-campus FTE Student/FTE Faculty Ratio
Missouri Public Four-year Institutions

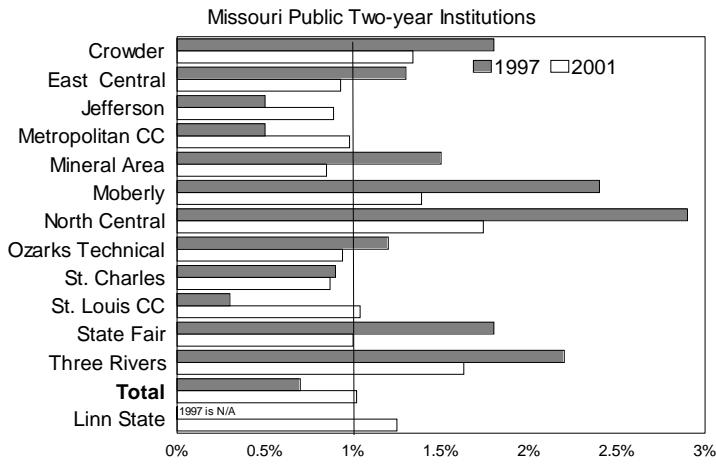


Note: While these data are as reported by the institution, Missouri has no method for calculating FTE faculty. Figures may include off-campus FTE faculty.

Source: DHE02, Budget Form 3

The addition of faculty has led to a reduction in the student/faculty ratio at the state's public four-year institutions. As indicated in Chart B12, between fall 1995 and fall 2000, the student/faculty ratio decreased from 19:1 to 17:1, thereby providing an environment that supports enhanced student/faculty interactions, while allowing time for scholarly work and service to the community.

Chart B13
**FFR Campus Teaching/Learning Core as a Percentage of
Planned Expenditures on Instruction**

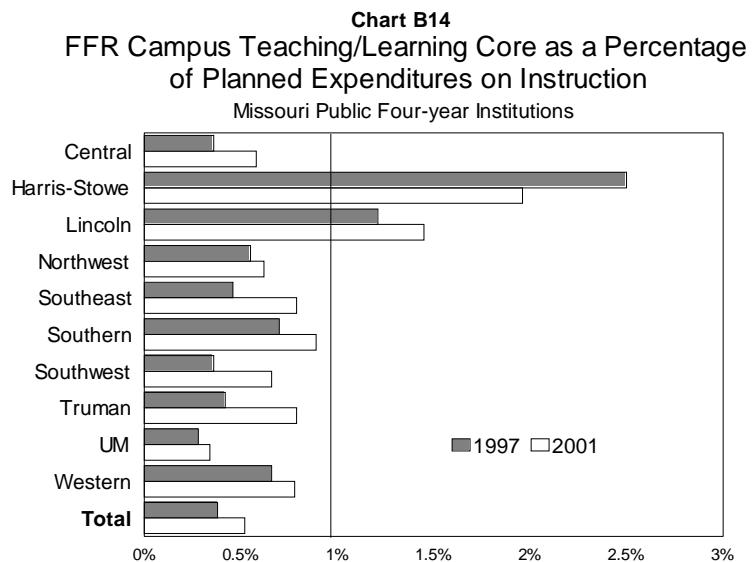


Note: Goal is 1 percent.

Teaching and Learning Improvement Projects (FFR)

Campus-level FFR funds are used by institutions to encourage innovation with teaching strategies and improvement in learning aimed at enhancing student performance. All 32 public campuses participate in this voluntary program. The CBHE goal is to have at least one percent of the total planned expenditures on instruction dedicated to campus teaching/learning

improvement projects. As shown in Chart B13, community colleges and the state's technical colleges have surpassed the 1 percent goal with 1.02 and 1.25, respectively, for FY 2001. Chart B14 demonstrates that the public four-year sector has increased its funding for this initiative from .38 percent in FY 1997 to .52 percent in FY 2001. A review of accountability reports suggests that this initiative has sparked extensive involvement in enhancing learning projects throughout the state. A description of each FFR campus project and results achieved to date are available on the CBHE website at www.cbhe.state.mo.us



Note: Goal is 1 percent.

The Eisenhower Professional Development Program

From FY 1996 through FY 2001, the average amount of funds available annually for distribution through this competitive grants program was approximately \$900,000. Eisenhower grants are awarded to higher education faculty who have designed high-quality, innovative professional development experiences that are closely aligned with current state and national reform projects in mathematics and science education. Twenty-two grants were awarded to public two- and four-year and independent institutions in FY 2001 to support partnerships between K-12 and higher education.

Collaboration and Partnerships

In support of collaboration that will promote quality, the CBHE revised its new program approval policy to include a criterion on collaboration. All institutions submitting new degree requests are encouraged to include a section that addresses the potential for collaboration and the rationale for the institution's decision concerning collaboration. Furthermore, the board has promoted collaboration through selected mission differentiation and enhancement and RTEC funding appropriated to support the enhancement of regional consortia. Several cooperative degree programs have been designed as a result of successful partnering between two or more institutions. These degree programs include plus-one and plus-two programs at the associate and baccalaureate levels, wherein institutions create a ladder from one learning experience to another, e.g., the last two years of a baccalaureate degree program are offered at a two-year

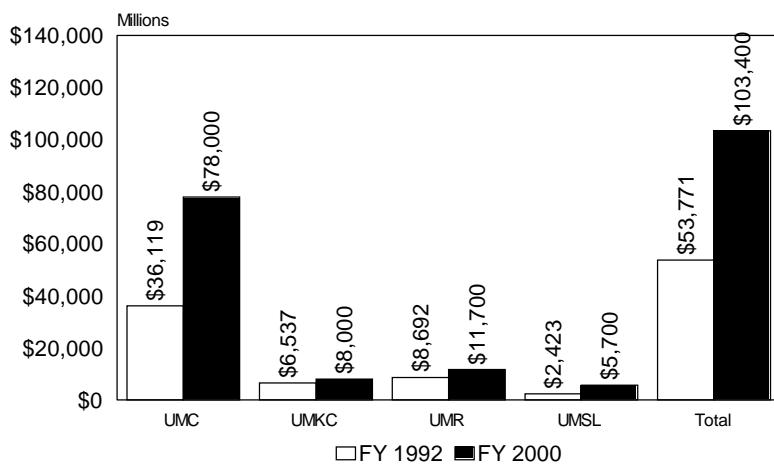
institution for students who have completed an associate degree. In addition, cooperative degree programs have also been developed at the graduate level, e.g., the Ed.D. in Educational Leadership, a program designed collaboratively by faculty from six different campuses.

External Funding

Increased funding from competitive grants to support either research or other creative academic works reinforces a commitment to excellence. The board encourages the University of Missouri to increase its success in obtaining federal and other external funds in support of basic and applied research grants and contracts. External funding supports quality by peer recognition of faculty contributions to a discipline and to society as a whole and by offering competitive assistantships to high-quality graduate students.

Between FY 1992 and FY 2000, the amount of funds obtained for research on a competitive basis by University of Missouri campuses increased by 92 percent, from \$53,771,000 in FY 1992 to \$103,400,000 in FY 2000, an increase of \$49,629,000 (Chart B15).

Chart B15
Competitively Obtained Research Funds by Public Doctoral
Degree-granting Institutions



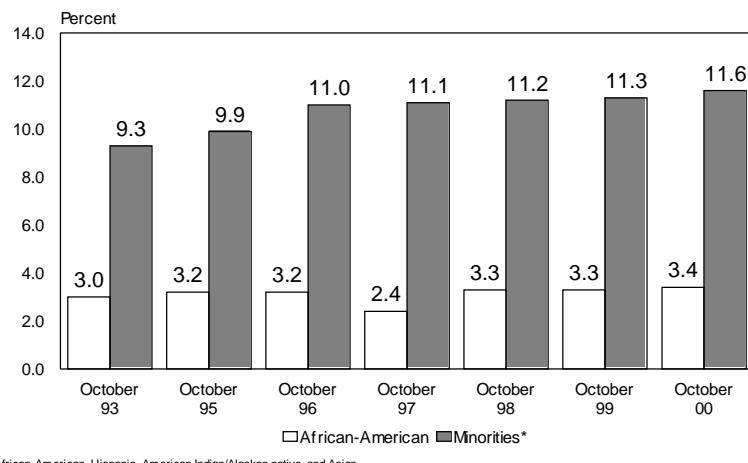
Source: Performance Indicator survey

Minority Role Models

Mere access to higher education learning opportunities is not sufficient to ensure the success of underrepresented groups. Institutional environments influence the extent to which the special needs of underrepresented populations are met. As shown in Charts B16 and B17, between the fall of 1993 and the fall of 2000, the state's public and independent colleges and universities increased the proportion of full-time minority faculty from 9.3 percent to 11.6 percent and increased the proportion of minority administrative staff from 9.9 percent to 11.8 percent. When considering only African-Americans, however, the percentages are much lower. During the same time period, African-American faculty increased only slightly, from 3.0 percent to 3.4 percent, while African-American administrative staff decreased from 7.1 percent to 6.4 percent.

Chart B16
**Minorities and African-Americans as a Percentage
 of Full-time Faculty**

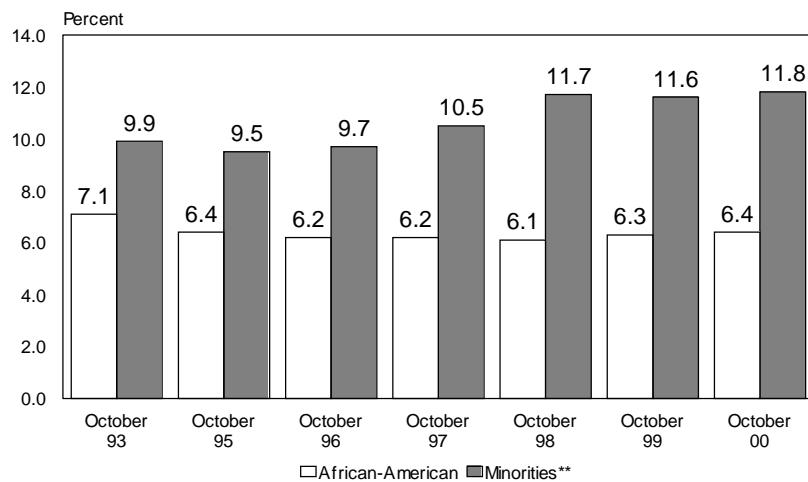
Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan native, and Asian
 No nonresident aliens or unknowns were included in the calculations.

Source: IPEDS Staff

Chart B17
**Minorities and African-Americans as a Percentage
 of Full-time Administrative* Employees**
 Missouri Public and Independent Two- and Four-year Institutions



*Executive/administrative/managerial and professional/support staff

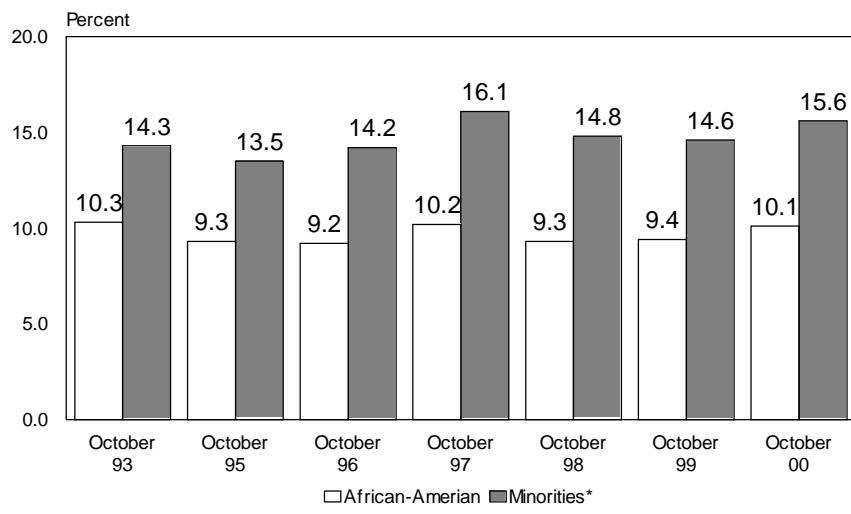
**African American, Hispanic, American Indian/Alaskan native, and Asian

Source: IPEDS Fall Staff surveys

Chart B18 shows the proportions of African-Americans and of all minority groups combined as a percentage of full-time employees at the state's public and independent, two- and four-year colleges and universities. Despite fluctuations, the target goal for the employment of all minorities within the state's higher education system—to equal the proportion of minorities in the state's population—has been exceeded each year. Furthermore, the proportion of African-American full-time employees hovers around the state's African-American population of 10.2 percent, with a high of 10.3 percent in the fall of 1993 and a low of 9.2 percent in the fall of 1996.

Chart B18
**Minorities and African-Americans as a Percentage
of Full-time Employees**

Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan native, and Asian
No nonresident aliens or unknowns were included in the calculations.

Source: IPEDS Staff

By having a significant number of minorities employed in the academic community, negative stereotypes are reduced, an optimal climate of support for traditionally underrepresented groups of students is established, and the importance of quality performance is reinforced. The proportions of African-Americans in the fall of 2000 who were employed as faculty (3.4 percent) and administrative staff (6.4 percent) were below the proportion of African-American Missouri residents, indicating that additional work is still needed to provide all students with African-American role models.

Teacher Preparation

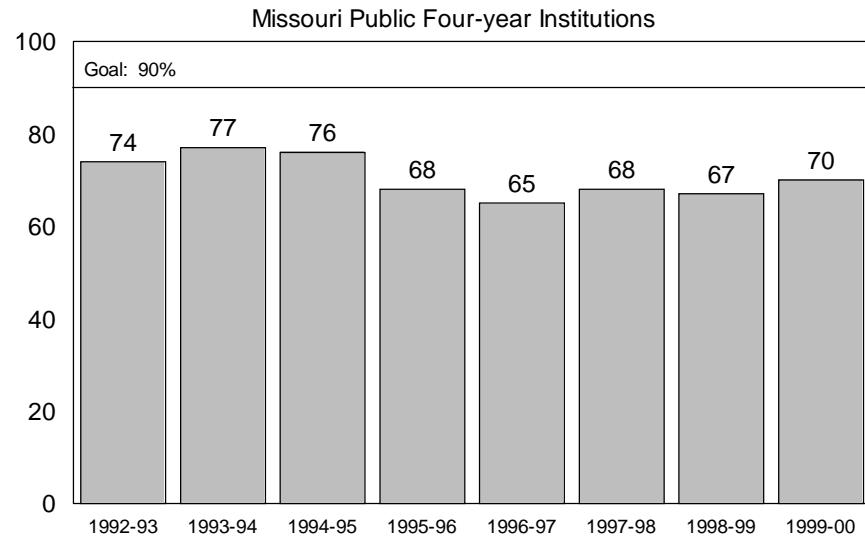
The CBHE has promoted quality teacher education programs by focusing attention on entrance and exit standards, articulation between two- and four-year institutions, and specialized accreditation.

Quality and Preparation of Prospective Teachers (FFR)

The Coordinating Board's target goal for entry into teacher education programs is that 90 percent of entering students will score at 265 or higher on all sub-tests of the College Basic Academic

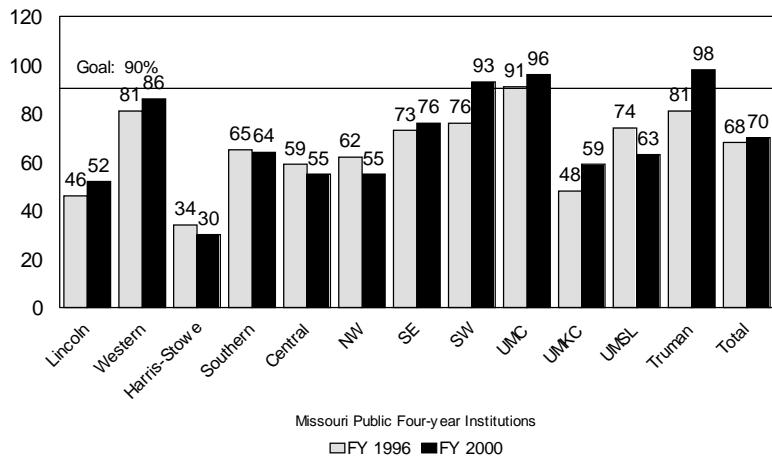
Subject Examination (C-BASE). Scoring 265 on all five sub-tests is equivalent to achieving an ACT composite score at the 66th percentile and represents a higher standard than that set by the State Board of Education. As demonstrated in Chart B19, after rising to a high of 77 percent in FY 1994, the proportion of entering students meeting this standard dropped to 65 percent in FY 1997 and was at 70 percent in FY 2000. As indicated in Chart B20, for FY 2000, three institutions had over 90 percent of their students meeting the CBHE target goal while five institutions experienced decreases.

Chart B19
Percentage of Students Admitted to Teacher Education Programs
Meeting CBHE Admission Recommendations (ACT Composite at the
66th Percentile and/or a Score of 265 or Above on the C-BASE)



Source: Performance Indicators survey

Chart B20
Percentage of Students Admitted to Teacher Education Programs
Meeting CBHE Admission Recommendations (ACT Composite at the
66th Percentile and/or a Score of 265 or Above on the C-BASE)



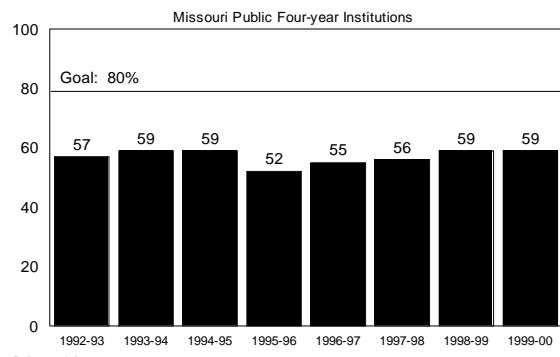
Source: Performance Indicators survey

Performance of Prospective Teachers (FFR)

As part of the requirements for initial certification of new K-12 teachers established by the State Board of Education, candidates must take a state-approved exit examination and achieve a minimal pass score. Exit tests designed and scored by the Educational Testing Service (ETS) are mandated in Missouri for all teacher education graduates who seek state certification. In all cases but one, Missouri's cut-scores are set below the national median (50th percentile). Cut-scores and the use of additional Praxis II exams are currently under review by the Department of Elementary and Secondary Education.

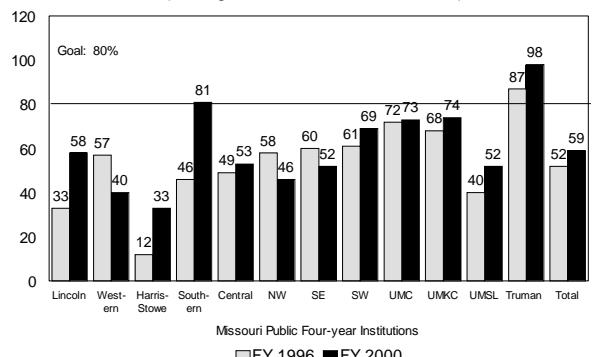
Increasing the quality of new teachers is a priority of the Coordinating Board which has encouraged institutions to meet higher standards than the minimum set by the State Board of Education. Institutions are provided incentives to work toward the Coordinating Board goal of having 80 percent of their newly certified teachers achieve scores on the state-mandated exit assessments that equal or exceed the national average, i.e., at or above the 50th percentile. In FY 2000, teacher education graduates in Missouri who took national exit examinations exceeded the national average; 59 percent of Missouri's prospective teachers scored at or above the 50th percentile on state-mandated exit examinations (Chart B21). Nine of 12 institutions showed increases between FY 1996 and FY 2000 (Chart B22). Two of those nine institutions achieved the 80 percent goal.

Chart B21
Percentage of Teacher Education Graduates Meeting the CBHE
Recommended NTE Exit Goal
(Scoring At or Above the 50th Percentile)



Source: Performance Indicators survey

Chart B22
Percentage of Teacher Education Graduates Meeting the CBHE
Recommended NTE Exit Goal
(Scoring At or Above the 50th Percentile)



Source: Performance Indicators survey

Major field achievement test scores are not reported to the Coordinating Board by individual disciplines. While institutions did report aggregate performance scores across content fields, they did not report the number of students who took the test. The percentage of graduates recommended for secondary certification who scored at or above the 50th percentile on a major field achievement test across all content fields increased from 9 percent in FY 1993 to 23.8 percent in FY 2000.

Overall Quality of Teacher Education Programs

Missouri has 36 institutions with state-approved teacher education programs: 13 at public four-year institutions and 23 at independent four-year institutions. All but two public four-year institutions with state-approved teacher education programs hold NCATE accreditation. The University of Missouri-Columbia has submitted an application for an accreditation site-visit by NCATE and DESE's MoSTEP during the fall 2003. The other non-NCATE accredited program is at the University of Missouri-Rolla. Only five independent institutions (Drury, Evangel, Maryville, Saint Louis University, and Washington University) have NCATE accreditation.

Related Data on Teacher Quality

Both the Missouri K-16 Coalition and the Knight Higher Education Collaborative Roundtable issued reports in 1999. Both reports recognized the high priority that should be given to enhancing the quality of new K-12 teachers in Missouri. Furthermore, these reports acknowledged the importance of joint responsibility of the Coordinating Board for Higher Education and the State Board of Education for improving teacher quality. The Department of Elementary and Secondary Education has integrated information from higher education about institutional characteristics and teacher education student performance with school district information about new hires and their longevity. The *Missouri Teacher Preparation Institution Profiles FY 2000* is available on the website of the Department of Elementary and Secondary Education at www.dese.state.mo.us. Two other activities are under way which will have an impact on teacher quality. The CBHE Committee on Transfer and Articulation is reviewing issues and challenges associated with transfer for teacher education students. In addition, the K-16 Coalition has appointed a new Task Force on Achievement Gap Elimination to recommend ways to sustain and enhance a quality teaching workforce.

Student Performance

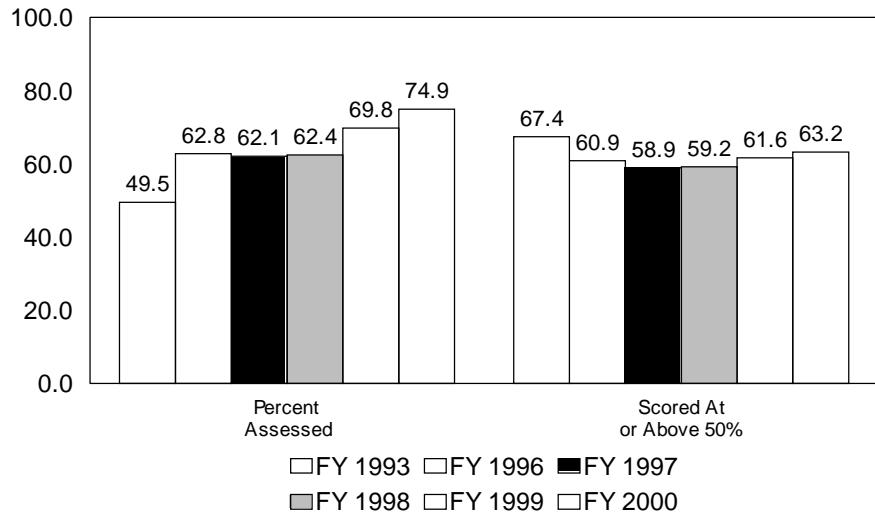
Student performance, a "traditional" quality indicator in higher education, is difficult to measure. Multiple areas of student performance need to be examined, to reflect a student's comprehension, abilities, and achievements.

Performance in General Education (FFR)

The Coordinating Board encourages institutions to produce graduates who are above average and who are able to demonstrate high-quality performance on nationally normed tests of general education. Between FY 1993 and FY 2000, the proportion of baccalaureate students taking nationally normed tests in general education increased from almost 50 percent to nearly 75

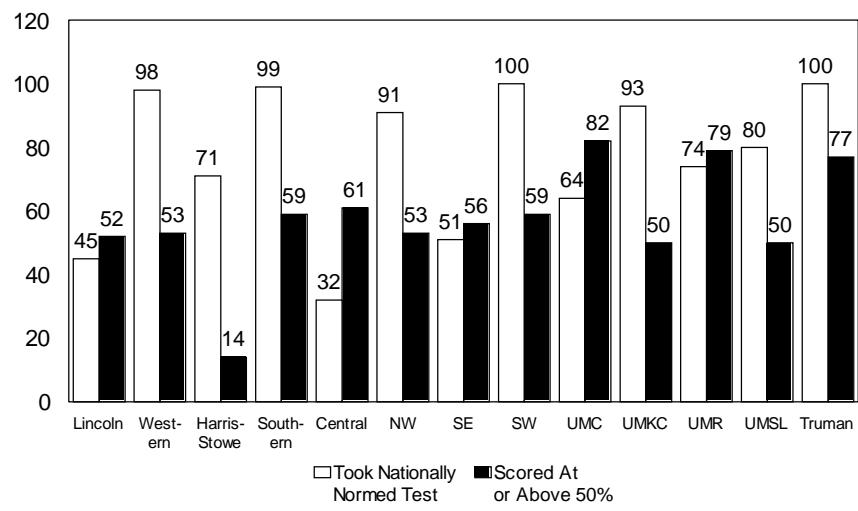
percent, and nearly three out of five of these baccalaureate graduates scored above average (Chart B23).

Chart B23
Percentage of Baccalaureate Degree Recipients Performing at the 50th Percentile or Higher on Nationally Normed Assessments of General Education



Source: Performance Indicators survey

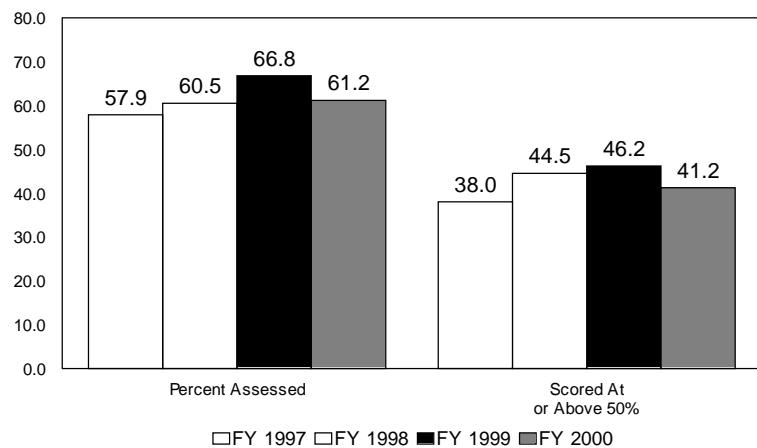
Chart B24
Performance on Assessments of General Education, FY 2000
Missouri Public Four-year Institutions



Source: Performance Indicators survey

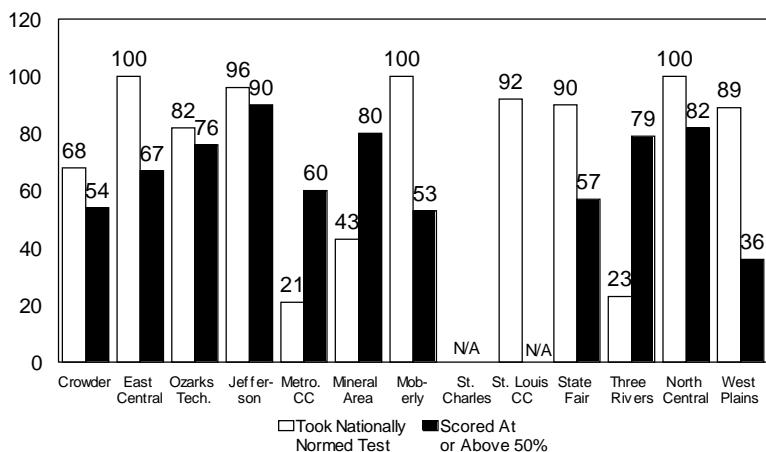
Chart B24 shows the proportion of FY 2000 baccalaureate degree recipients assessed with a nationally normed examination of general education for each public four-year institution and the proportion of those graduates scoring at or above the 50th percentile. Six of Missouri's thirteen public four-year campuses use nationally normed assessments of general education for at least 90 percent of their graduates. At least half of the graduates tested, at all but one institution, scored at the 50th percentile or higher. The proportion of associate of arts students taking nationally normed tests in general education increased from 57.9 percent in FY 1997 to 61.2 percent in FY 2000. During this time period, there also has been an increase in the percentage of these students scoring at the 50th percentile or higher, from 38 percent to 41.2 percent (Chart B25).

Chart B25
Percentage of Associate of Arts Degree Recipients Performing at
the 50th Percentile or Higher on Nationally Normed Assessments
of General Education
Missouri Public Two-year Institutions



Source: Performance Indicators Survey

Chart B26
Performance on Assessments of General Education, FY 2000
Associate of Arts Degree Recipients at Missouri Public
Two-year Institutions



N/A - Not available. St. Charles did not administer any nationally normed examinations in general education in FY 2000 - students were given local assessments only. St. Louis Community College did not provide the results of nationally normed tests.

Source: Performance Indicators Survey

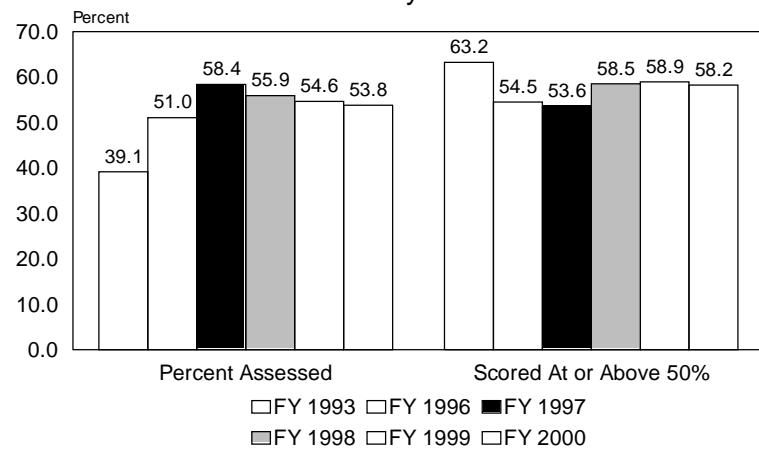
Chart B26 shows the proportion of FY 2000 associate of arts students assessed with a nationally normed examination of general education for each public two-year institution and the proportion of those graduates scoring at or above the 50th percentile. Of the thirteen institutions with associate of arts degrees, six use nationally normed assessments of general education for at least 90 percent of their graduates, while one institution does not use a nationally normed assessment in general education for any graduate. At ten institutions, at least half of the graduates tested scored at the 50th percentile or higher.

Performance in the Major (FFR)

In line with its stance on performance in general education, the Coordinating Board also encourages public four-year institutions to produce graduates who are above average and who are able to demonstrate high-quality performance on nationally normed assessments in the major. Based on the exit assessments used by institutions, the proportion of FY 2000 Missouri baccalaureate degree recipients scoring at or above the 50th percentile on nationally normed assessments in the major field of study was 58.2 percent, down slightly from 58.9 percent in FY 1999 (Chart B27). While overall student performance was highest in FY 1993, a significantly lower proportion of students were assessed.

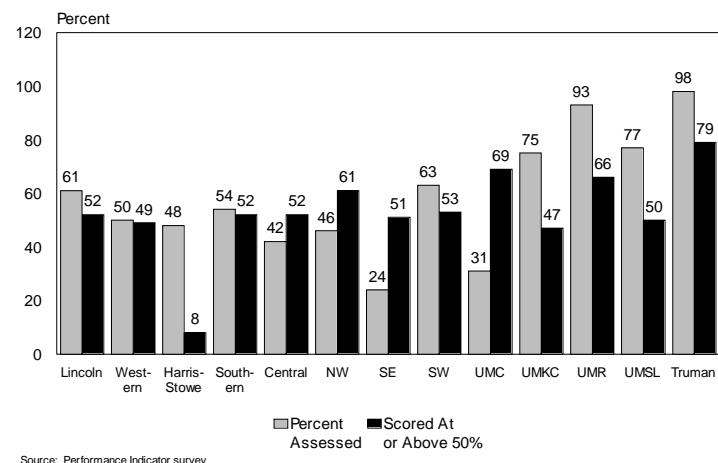
Chart B28 shows the proportion of FY 2000 baccalaureate degree recipients assessed in their major with a nationally normed examination for each public four-year college and university and, of those who were tested, the proportion that scored at or above the 50th percentile. Only two campuses out of thirteen reported that over 90 percent of their graduates were assessed in the major using a nationally normed assessment. At all but three of the campuses, at least half of the graduates tested scored at the 50th percentile or higher.

Chart B27
Percentage of Baccalaureate Degree Recipients Performing at the 50th Percentile or Higher on a Nationally Normed Major Field of Study Test



Source: Performance Indicators survey

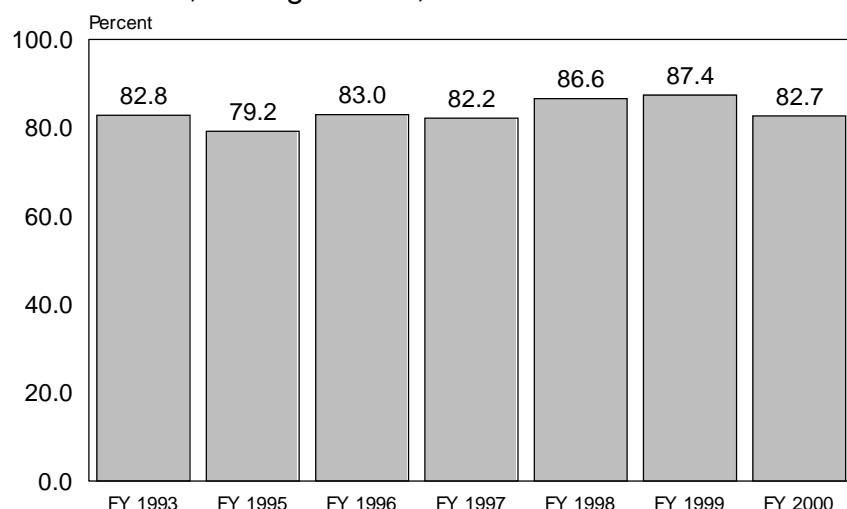
Chart B28
**Performance of Baccalaureate Degree Recipients on a Nationally
 Normed Major Field of Study Test**
 Missouri Public Four-year Institutions, FY 2000



Performance on Licensure, Certification or Registration Examinations (FFR)

The board encourages institutions to produce graduates who demonstrate quality performance by meeting minimal pass scores on licensure, certification, or registration examinations in fields that do not have nationally normed tests. The percentage of baccalaureate graduates who took and passed national licensure, certification, or registration examinations where a nationally recognized or normed examination in a major field of study did not exist, decreased from 87.4 percent in FY 1999 to 82.7 percent in FY 2000 – a return to the level similar to FY 1993 (Chart B29).

Chart B29
**Percentage of Baccalaureate Degree Recipients Who Received
 Pass Scores on Nationally Recognized Exams for Licensure,
 Certification, or Registration, Which Do Not Provide Norms**

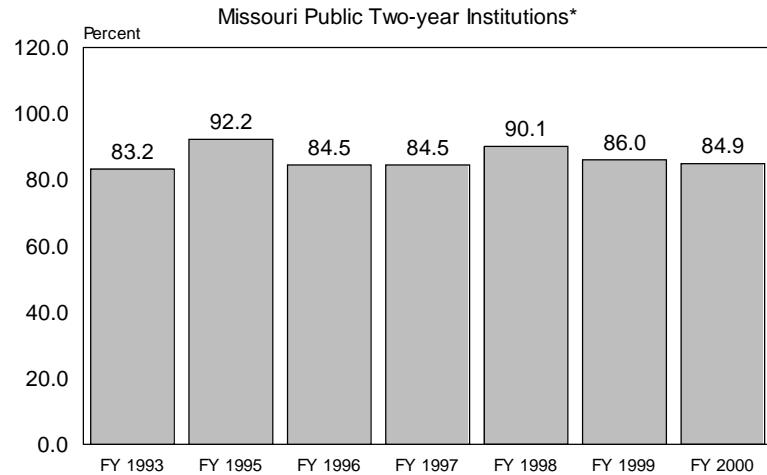


Note: Percentage is calculated on the basis of the number of baccalaureate degree recipients who took a nationally recognized exam for licensure, certification, or registration which did not provide norms

Source: Performance Indicators survey

During the same time period, at the associate degree level, the percentage of degree recipients who took and passed licensure, certification, or registration examinations where nationally recognized or nationally normed examinations did not exist increased from 83.2 percent to 84.9 percent (Chart B30). The number of one- or two-year certificate recipients who received pass scores on these types of assessments has been variable between FY 1994 and FY 2000 (Chart B31).

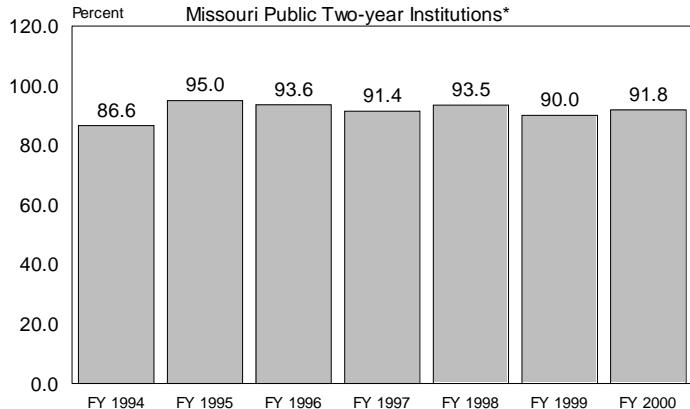
Chart B30
Percentage of Associate Degree Recipients Who Received Pass Scores on a Licensure, Certification, or Registration Exam That is Scored Pass/Fail



Note: Percentage is calculated on the basis of the number of associate degree recipients who took a licensure, certification, or registration exam that is scored pass/fail.
Source: Performance Indicators survey

*Includes Linn State Technical College and SWMS-West Plains

Chart B31
Percentage of Certificate Completers Who Received Pass Scores on a Licensure, Certification, or Registration Exam That is Scored Pass/Fail



Note: Percentage is calculated on the basis of the number of certificate recipients who took a licensure, certification, or registration exam that is scored pass/fail.

Note: Includes more than 1-year but less than 2-year and more than 2-year but less than 4-year certificates

Source: Performance Indicators survey

*Includes Linn State Technical College and SWMS-West Plains

Student and Employer Feedback

Feedback from students and employers serves to promote continuous quality improvement in colleges and universities. The Coordinating Board uses a multifaceted approach by collecting data from currently enrolled students, alumni, and employers on a cyclical basis. This commitment to use longitudinal data from important constituents informs institutional and statewide discussions and decisions about quality improvements.

Currently Enrolled Students and Alumni

In 1998, more than 2,000 currently enrolled students participated in a statewide survey of student satisfaction. To gauge the effectiveness of Missouri's one- and two-year technical programs, in FY 1999, a more specific survey, focusing on counseling for high skills, was administered to students enrolled in Missouri postsecondary technical education programs. Alumni are in an excellent position to provide additional perspectives on the quality of collegiate learning experiences. The last alumni survey was completed in the 1995-96 calendar year. Findings from the most recent currently enrolled and alumni surveys were reported in the *2000 Report on Progress*. Members of the Missouri Assessment Consortium are working with CBHE staff to determine future surveys of alumni and currently enrolled students.

Employers

Employment data, including successful job placement rates, while not a direct measure of performance, do indicate how well prepared Missouri graduates are to enter the workforce. Although employment data fluctuate with a changing economy, they are also indicative of the quality of Missouri graduates as perceived by prospective employers.

As shown in Table B32, between FY 1996 and FY 1998, the number of graduates from public institutions increased at all degree levels except the master's level, while increases in the percentage of graduates employed in Missouri occurred only for graduates with doctoral degrees.

Table B32
Number of Graduates of Missouri Public Institutions Entering
Missouri's Workforce

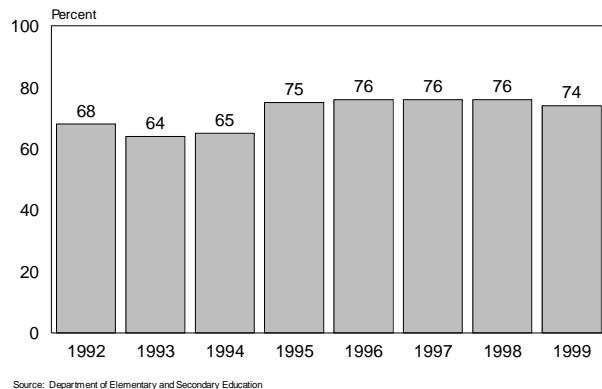
	FY 1996	FY 1997	FY 1998
Associate Graduates			
Degrees Conferred	5,913	5,736	6,450
Percent Employed	75%	73%	71%
Baccalaureate Graduates			
Degrees Conferred	14,049	14,591	15,024
Percent Employed	65%	63%	61%
Master's Graduates			
Degrees Conferred	4,009	4,176	3,959
Percent Employed	57%	61%	56%
Doctoral Graduates			
Degrees Conferred	377	397	421
Percent Employed	29%	33%	38%

Source: Coordinating Board for Higher Education

Job Placement (FFR)

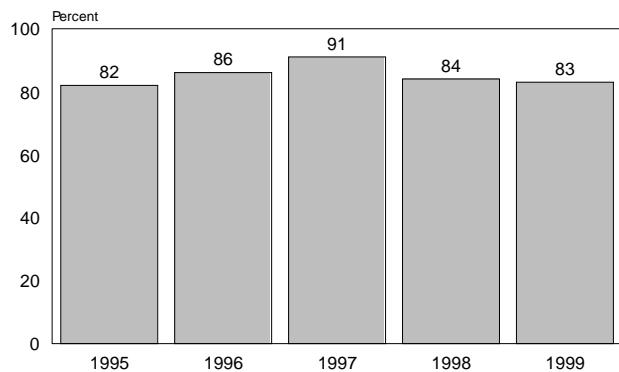
The Coordinating Board also provides incentives for the successful job placement of graduates from two-year institutions in technical areas. The proportion of community college vocational education program completers finding jobs in fields related to their educational preparation and training increased from 68 percent in 1992 to 74 percent in 1999 (Chart B33). The placement rate for vocational education program completers at Linn State Technical College increased from 82 percent to 83 percent between FY 1995 and FY 1999 (Chart 34).

Chart B33
Percentage of Community College Vocational Education Program
Completers Employed in a Related Field



Source: Department of Elementary and Secondary Education

Chart B34
Percentage of Vocational Education Program Completers
at Linn State Technical College Employed in a Related Field



Source: Department of Elementary and Secondary Education

C. EFFICIENTLY ACHIEVING GOALS OF ACCESS AND QUALITY

Several quality goals recommended by the Task Force on Critical Choices in 1992 and incorporated into the Coordinating Board's *Blueprint for Missouri Higher Education* address access to, and improvement in, the quality of Missouri's system of higher education. Goals and strategic initiatives related to differentiating institutional missions and technology-based delivery systems include electronically accessible teaching and learning resource materials.

Institutional Mission Differentiation

Institutional mission differentiation is achieved through the institutional mission review process. Through this process, institutions develop plans to focus on what they do well and need to enhance, what they are not doing but need to do, and what they currently do that should be eliminated. Strategies to help institutions become more distinctive in their missions are mutually identified by the institution and the Coordinating Board. Performance measures are established to assess mission achievements and demonstrate accountability. When deemed appropriate, Section 173.030 (7) RSMo permits the Coordinating Board to develop funding recommendations and seek state general revenue support to assist institutions in achieving agreed-upon goals related to the 24 quality goals and programmatic themes associated with their respective missions.

Mission differentiation minimizes duplication of programs by encouraging specialization and emphasizing programmatic excellence. Through mission differentiation, the state's system of higher education is able to address specific demographic and industrial needs of the state, to achieve important programmatic themes, to improve the quality of academic programs, to engage in partnerships, and to share institutional resources. The board's goals for access and quality are being achieved through an integrated and coherent set of public policies that ultimately increase the overall efficiency of Missouri higher education. As institutions sharpen their areas of distinctiveness and focus their missions, Missourians will have access to a wide variety of high-quality, distinctive programs from the state's system of higher education. Through the collective offerings of the state's public and independent colleges and universities, each with distinctive missions and unique, special programs, the collective higher education needs of Missouri's citizens are being met.

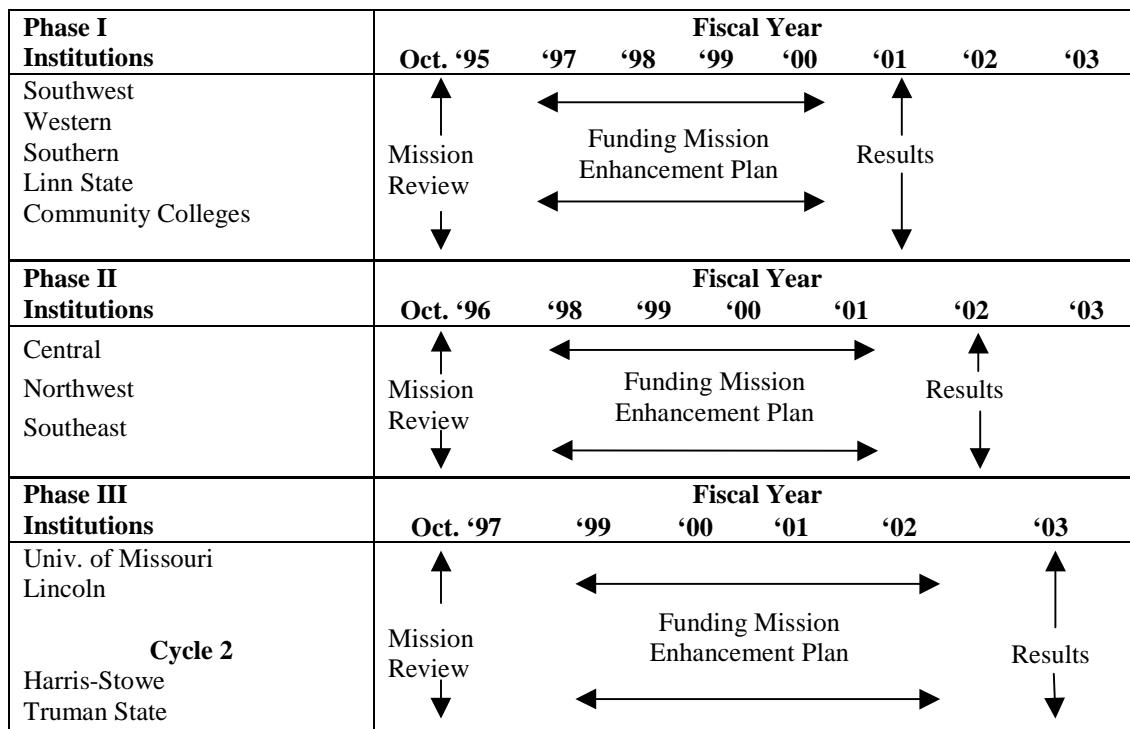
Mission Review Schedule

In response to the passage of Senate Bill 340 on June 15, 1995, the Coordinating Board adopted a three-phase schedule to review each public institution's mission (Chart C1).

Differentiated Roles and Missions of the State's Colleges and Universities

As a result of the Coordinating Board's mission review process, an agreed-upon role and mission for each institution were incorporated into the board's public policy initiatives for Missouri higher education. The following role and mission statements have led to a system of higher education characterized by differentiated institutional missions through which each institution makes distinctive contributions to achieve statewide access and quality.

Chart C1
Mission Review Schedule



Open Enrollment Admissions Institutions

COMMUNITY COLLEGES: Associate degree-granting institutions with open enrollment admissions specializing in workforce development; Missouri's lead institutions in delivering postsecondary technical education in partnership with the state's area vocational technical schools.

LINN STATE TECHNICAL COLLEGE: Associate of applied science degree-granting institution with open/selective enrollment and a mission focusing on programmatic access to highly specialized technical education.

MISSOURI WESTERN STATE COLLEGE: Baccalaureate-level, open enrollment institution serving the greater St. Joseph area focusing on access to learner success with a special retention program, Access Plus.

LINCOLN UNIVERSITY: 1890 land-grant, master's-level institution with open enrollment admissions serving Mid-Missouri and focusing on access to learning success.

Moderately Selective Admissions Institutions

HARRIS-STOWE STATE COLLEGE: Baccalaureate-level, moderately selective admissions institution with selected applied professional programs serving the city of St. Louis.

MISSOURI SOUTHERN STATE COLLEGE: Baccalaureate-level, moderately selective admissions institution with an international emphasis serving the greater Joplin area.

CENTRAL MISSOURI STATE UNIVERSITY: Master's-level, moderately selective admissions institution with a statewide mission focusing on programmatic access to professional applied sciences and technologies.

NORTHWEST MISSOURI STATE UNIVERSITY: Master's-level, moderately selective admissions institution serving northwest Missouri through the extended electronic campus.

SOUTHEAST MISSOURI STATE UNIVERSITY: Master's-level, moderately selective admissions institution serving southeast Missouri through extended partnerships with special emphasis on experiential learning.

Selective Admissions Institutions

SOUTHWEST MISSOURI STATE UNIVERSITY: Master's-level, selective admissions institution with a statewide mission in public affairs, providing programmatic access for southwest Missouri, with a two-year branch campus in West Plains and a research station in Mountain Grove.

UNIVERSITY OF MISSOURI SYSTEM: Selective admissions, statewide land-grant university with four campuses focusing on quality graduate, doctoral, and professional programs and research through endowed chairs, distinguished professorships, and enriched funding for selected programs, and enhancing the national stature and recognition of selected graduate programs and areas of research. The four university campuses are located in Columbia, Kansas City, Rolla, and St. Louis.

Highly Selective Admissions Institution

TRUMAN STATE UNIVERSITY: Highly selective admissions, master's-level liberal arts and sciences university, focusing on the special quality of the liberal arts teaching and learning environment.

Independent Colleges and Universities

Independent colleges and universities add diversity and strength to the state's system of higher education through focused missions by both tradition and selection. Their missions range from highly selective, doctoral degree-granting research universities to comprehensive associate, baccalaureate, and master's-degree granting colleges and universities. Many of the state's private colleges and universities are recognized nationally for their character-building curriculum and related student experiences. College of the Ozarks is known as "Hard Work U" because the students work for the college in lieu of paying tuition. Washington University and Saint Louis University have major doctoral and professional degree-granting programs with emphases on research and major medical programs. Webster University is known around the world for its campuses in foreign countries. Missouri's private liberal arts colleges and universities educate

many of the classroom teachers and business leaders for Missouri and the nation, as well as prepare students for graduate and advanced professional study. Missouri also has a number of Bible colleges, osteopathic and chiropractic colleges, and specialized art schools that further increase the diversity of opportunities that exist within the state's system of higher education.

Private Career Schools

More than 120 private career and proprietary schools certified by the Coordinating Board to offer courses and programs in Missouri contribute to the diversity of opportunities within the state's system of higher education. These schools range from single program schools that offer short-term training and certificates, to accredited baccalaureate degree-granting institutions.

State Investment in Institutions' Roles and Mission Enhancements

As each institution's mission was reviewed and institutional mission implementation plans were developed, selected strategies in each plan were identified by the Coordinating Board for mission enhancement funding. An amount needed to finance those mission enhancement strategies was agreed upon when the mission implementation plans were approved by the board.

As noted in Table C2, between FY 1997 and FY 2002, the state's investment to enhance the institutions' missions recommended by the Coordinating Board and funded through state appropriations will exceed a total of \$137.5 million.

Second Cycle of Mission Review

In planning a systematic process to be used for the second round of five-year mission reviews, the board identified on April 15, 1999 seven items that are essential for mission review:

1. A needs assessment of institutional actions and initiatives necessary to meet their agreed-upon mission as part of their strategic planning process;
2. An assessment of the degree to which original goals and results were accomplished;
3. An assessment of the institution's agreed-upon mission statement;
4. An evaluation and assessment of the institution's strategic plan;
5. An evaluation of the institution's statistical profile;
6. Financial analysis of the institution's fiscal condition and adequacy of its funding level; and
7. An assessment of the condition of the institution's physical plant.

Based on these guidelines, the second cycle of mission review began for the first group of institutions in calendar year 2000. Southwest Missouri State University, Linn State Technical College, and the state's public two-year community colleges completed their respective five-year mission review process and were recommended for additional mission-related funding on December 7, 2000 as part of the board's FY 2002 budget request.

Missouri Southern State College and Missouri Western State College are still undergoing their second five-year mission review. In the case of Missouri Southern, a strategic plan for the institution has not been received or reviewed by the CBHE staff. In the case of Missouri

Western, a strategic plan and a physical plant master plan have yet to be received and reviewed by the staff in consultation with the college.

The second group of institutions, Central, Northwest, and Southeast are scheduled to complete the mission review process during calendar year 2001.

Components of Mission Differentiation

Admission Selectivity (FFR)

The Task Force on Critical Choices recommended that institutions differentiate their missions by implementing admissions guidelines that would focus institutional efforts on helping students with different levels of preparation succeed in the state's system of public higher education. As a part of this recommendation, the task force suggested that institutions that admit the most prepared students for success in a highly rigorous academic culture should not offer remedial courses, while institutions that admit students who are generally less prepared academically should offer remedial courses.

On the basis of the guidelines for differential admissions policies recommended by the Task Force on Critical Choices and adopted by the Coordinating Board, institutions were invited to identify which admissions guidelines they would pursue: open enrollment, moderately selective, selective, or highly selective. The progress an institution makes toward achieving its admissions goals is included in the board's Funding for Results recommendations.

The selectivity guidelines for differentiated admissions are based on both the high school percentile rank and percentile derived from the ACT or SAT score students obtain on the respective college admissions examination. The admissions guidelines established by the board are as follows.

Table C2
INSTITUTIONAL MISSION FUNDING PLAN, FY 1997-FY 2002

	FY 1997 Mission Appropriation	FY 1998 Mission Appropriation	FY 1999 Mission Appropriation	FY 2000 Mission Appropriation	FY 2001 Proposed Mission Appropriation	FY 2002 Proposed Mission Appropriation	Planned Total
Community Colleges (Postsecondary Technical Education)	\$4,505,885	\$5,064,115	\$4,950,000	\$5,000,000	\$5,775,000		\$25,295,000
Linn State Technical College	\$1,602,429	\$2,142,972	\$617,693	\$492,266	\$685,173		\$5,540,533
Missouri Southern State College	\$796,697	\$531,131	\$531,131	\$531,131			\$2,390,090
Missouri Western State College	\$922,150	\$653,750	\$653,750	\$678,750			\$2,908,400
Southwest Missouri State University	\$3,172,000	\$2,100,000	\$2,400,000	\$2,834,365			\$10,506,365
Central Missouri State University		\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000		\$7,500,000
Northwest Missouri State University		\$1,425,000	\$1,108,500	\$1,108,500	\$2,058,000		\$5,700,000
Southeast Missouri State University		\$1,525,000	\$1,525,000	\$1,525,000	\$1,525,000		\$6,100,000
University of Missouri			\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$60,000,000
Lincoln University			\$697,500	\$945,840	\$1,150,000	\$741,680	\$3,535,020
Harris-Stowe State College			\$501,878	\$660,490	\$660,490	\$660,490	\$2,483,348
Truman University			\$1,250,000	\$1,440,000	\$1,440,000	\$1,440,000	\$5,570,000
	\$10,999,161	\$15,316,968	\$31,110,452	\$32,091,342	\$30,168,663	\$17,842,170	\$137,528,756

Missouri Western State College total includes mission enhancement as well as Western's participation in the State Plan for Postsecondary Technical Education with Hillyard Area Vocational Technical School. In FY 1997, \$118,400 was included for Missouri Western/Hillyard from an appropriation for the State Plan for Postsecondary Technical Education. In FY 1998, \$155,000 was included from the State Plan appropriation. In FY 1999 and FY 2000, Western's mission enhancement appropriation included funding for the Western/Hillyard programs for postsecondary technical education. In the total mission enhancement for Missouri Western of \$2,908,400 is \$515,000 for the Missouri Western and Missouri Western/Hillyard participation in the State Plan for Postsecondary Technical Education.

Southwest Missouri State University total includes mission enhancement at both the Springfield and West Plains campuses, and participation of the West Plains campus in the State Plan for Postsecondary Technical Education. In FY 1997, \$72,000 was included for the West Plains campus from an appropriation for the State Plan for Postsecondary Technical Education. In FY 1998, \$100,000 was included for West Plains from the State Plan appropriation. In FY 1999 and FY 2000, Southwest's mission enhancement appropriation included funding for postsecondary technical education at West Plains. In the total mission enhancement for Southwest Missouri State University of \$10,506,365 is \$1,081,365 for postsecondary technical education at the Southwest-West Plains campus.

Central Missouri State University FY 2001 additional mission request for Camdenton and Lake of the Ozarks area.

Southeast Missouri State University includes funding for regional centers, i.e. Sikeston and Kennett.

Lincoln University's mission enhancement funding includes funds to assist the university in meeting its federal 1890 land-grant matching requirement.

Admissions Selectivity Guidelines

Open Enrollment: students may be admitted based on a high school diploma or its equivalent, but admission to selected programs is based on the program admissions standards.

Moderately Selective: combined ACT percentile score and high school percentile rank total points which equal or exceed 100, automatic admission with an ACT test score of 21.

Selective: combined ACT percentile score and high school percentile rank total points which equal or exceed 120, automatic admission with an ACT test score of 24.

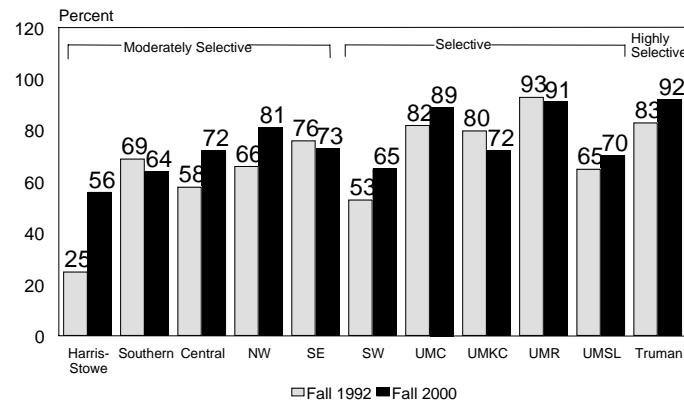
Highly Selective: combined ACT percentile score and high school percentile rank total points which equal or exceed 140, automatic admission with an ACT test score of 27.

Note: High school percentile rank is calculated from the high school class rank and high school class size reported for each student through the Enhanced Missouri Student Achievement Study. The ACT percentile rank is derived from the ACT composite score that the school provided for each student based on an agreed upon conversion table included in the EMSAS instruction manual.

As noted in Chart C3, between the fall of 1992 and the fall of 2000, most of the public four-year colleges and universities pursuing moderately selective to highly selective admission policies have made progress toward meeting their respective admissions goals.

Once the 10 percent exception rate is taken into consideration, the University of Missouri-Rolla and Truman State University met their admissions goals in the fall of 2000.

Chart C3
Percentage of First-time, Full-time Degree-seeking
Freshmen Meeting Admissions Guidelines
at Missouri Public Four-year Institutions

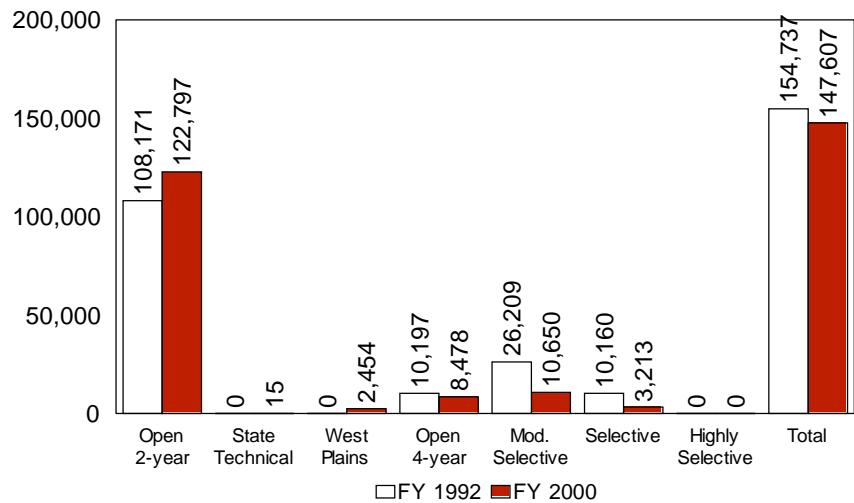


Note: Percents do not include the 10% exception rate
Lincoln and Western are open enrollment institutions.
Source: EMSAS

Consistent with the board's admissions guidelines is the quality goal that "while all Missouri colleges and universities will provide appropriate instructional and student support services, no public four-year institution that is selective or highly selective will offer remedial coursework."

As indicated in Chart C4, progress was made toward this goal between FY 1992 and FY 2000 with the state's open enrollment community colleges and the open enrollment and moderately selective public four-year colleges doing the majority of the remedial instruction. In addition, the total number of remedial credit hours offered statewide decreased from 154,737 credit hours in FY 1992 to 147,607 credit hours in FY 2000, a decrease of 5 percent. In FY 2000, 83 percent of all remedial credit hours were offered by the state's community colleges.

Chart C4
Student Remedial Credit Hours Generated by Missouri Public Institutions, by Admission Category



Source: Performance Indicators survey

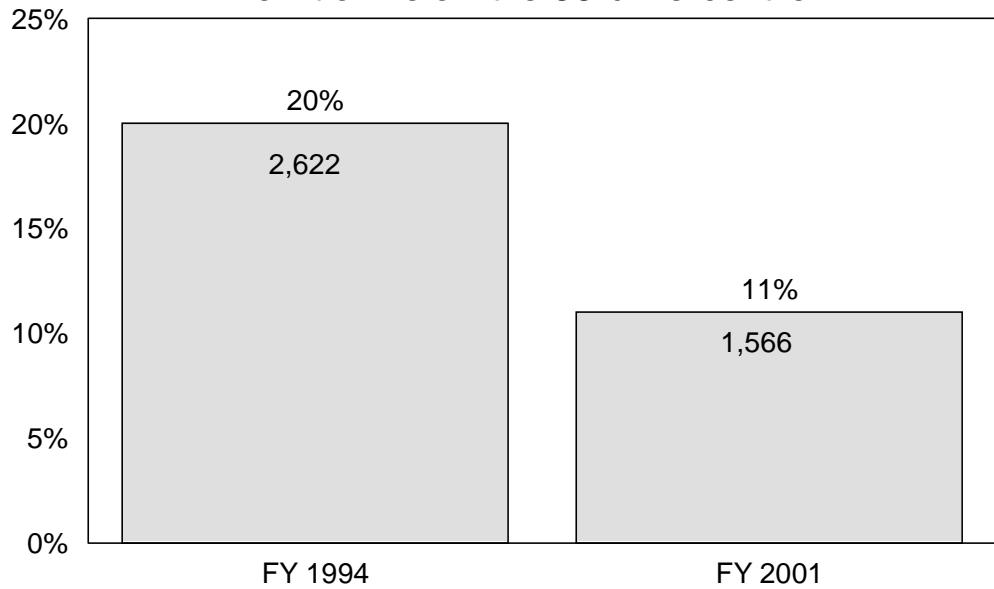
The state's selective institutions reduced the number of remedial credit hours they offer from just over 10,000 in FY 1992 to just over 3,000 credit hours in FY 2000. (Among the selective admissions institutions, the University of Missouri campuses in St. Louis, Kansas City, and Rolla have met the goal.) Truman State University, which is pursuing a highly selective admissions policy, has also met the goal of offering no remedial instruction.

Mathematics continues to be the discipline in which most Missouri public high school graduates require remediation. The Coordinating Board's high school graduates performance report prepared for the State Board of Education as required by Section 173.750 RSMo shows that nearly one out of five (21 percent) of Missouri's 1996, 1997, 1998, and 1999 public high school graduates required remediation in mathematics during their first semester in a public college or university. This compares to 14 percent who were enrolled in remedial English courses during the fall following their high school graduation and 8 percent who were required to enroll in remedial reading courses.

Evidence of students' need for remedial mathematics in college is sometimes indicated by the mathematics subscale score on the ACT admissions examination. The Task Force on Critical Choices suggested that students who achieve an ACT or SAT score at or below the 33rd percentile are candidates for remediation and should not enroll in a public four-year college or university that is highly selective, selective, or moderately selective in its admissions policy. This should be particularly true for those students residing in a Missouri community college taxing district and for out-of-state students.

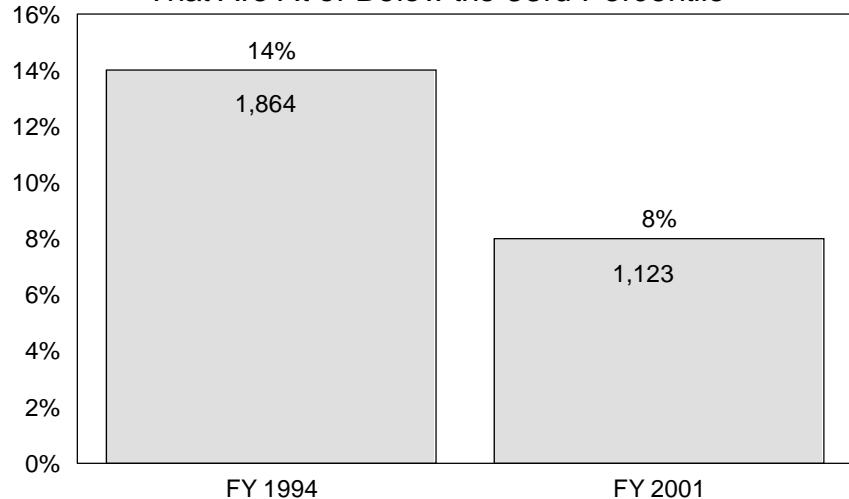
Missouri's moderately selective, selective, and highly selective public four-year colleges and universities continue to enroll first-time, full-time degree-seeking freshmen who receive English and mathematics subscale scores on the ACT college admission test that are at or below the 33rd percentile. While the residency of these students is not known, the number of students who received ACT subscale scores in mathematics at or below the 33rd percentile has declined from 2,622 in FY 1994 to 1,566 in FY 2001, or from 20 percent to 11 percent of the entering freshmen in these institutions (Chart C5). In addition, the number scoring at or below the 33rd percentile on the ACT English subscale declined from 1,864 to 1,123 between FY 1994 and FY 2001, or from 14 percent to 8 percent of the entering freshmen (Chart C6).

Chart C5
Number and Percentage of First-time, Full-time
Degree-seeking Freshmen* Who Receive Mathematics
Subscale Scores on the ACT College Admission Test That
Are At or Below the 33rd Percentile



*Enrolled in highly selective, selective, and moderately selective public four-year colleges and universities.
Source: EMSAS

Chart C6
**Number and Percentage of First-time, Full-time
Degree-seeking Freshmen* Who Receive English
Subscale Scores on the ACT College Admission Test
That Are At or Below the 33rd Percentile**



*Enrolled in highly selective, selective, and moderately selective public four-year colleges and universities.
Source: EMSAS

Freshmen Success and Completion Rates (FFR)

The Coordinating Board recognized that institutions with different admissions guidelines and their respective roles in offering remedial instruction would be different in providing access to learning success for the students they enroll that meet their admissions guidelines. Consequently, different performance measures were established for institutions with different admissions policies with respect to the percentage of first-time, full-time degree seeking freshmen who would complete their first academic year of study with 24 credit hours and a cumulative grade point average of 2.0 or better. The quality goals for freshmen success, or freshmen completion, rates established for the different institutional missions were:

- 90 percent at highly selective institutions,
- 80 percent at selective institutions,
- 70 percent at moderately selective institutions, and
- 55 percent at open enrollment institutions.

As noted in Table C7, between 1992 and 1999, progress was made toward meeting these performance goals. In the fall of 1999, Central Missouri State University and Northwest Missouri State University met the 70 percent goal for moderately selective institutions for fall first-time, full-time degree-seeking freshmen who completed their first academic year with 24 credit hours and a cumulative grade point average of 2.0. The goal of 80 percent for selective institutions was met in the fall of 1999 by the University of Missouri at the Columbia and Rolla campuses. The proportion of first-time, full-time degree-seeking freshmen enrolled in Missouri's public two-year community colleges who completed their first academic year with 24 credit hours and a cumulative grade point average of 2.0 was 37 percent in the fall of 1992 and 39 percent in the fall of 1999.

Table C7
**Freshmen Success and First-year Completion Rates, by Admissions Selectivity,
Fall 1992, 1998, and 1999**

	1992	1998	1999
Open Enrollment Institutions: Goal of 55 percent			
Public Two-year Community Colleges	37%	37%	39%
Lincoln University	43%	48%	42%
Missouri Western State College	41%	52%	52%
Southwest Missouri State University-West Plains	54%	47%	60%
Moderately Selective Institutions: Goal of 70 percent			
Harris-Stowe State College	18%	38%	43%
Missouri Southern State College	62%	64%	60%
Central Missouri State University	56%	71%	71%
Northwest Missouri State University	62%	76%	76%
Southeast Missouri State University	48%	60%	68%
Selective Institutions: Goal of 80 percent			
Southwest Missouri State University	59%	69%	70%
University of Missouri-Columbia	78%	80%	80%
University of Missouri-Kansas City	70%	76%	75%
University of Missouri-Rolla	78%	83%	83%
University of Missouri-St. Louis	53%	65%	58%
Highly Selective Institution: Goal of 90 percent			
Truman State University	84%	88%	87%

In the fall of 1999, Linn State Technical College and Southwest Missouri State University at West Plains had freshmen completion rates of 61 percent and 60 percent, respectively.

Graduation and Time to Degree Completion (FFR)

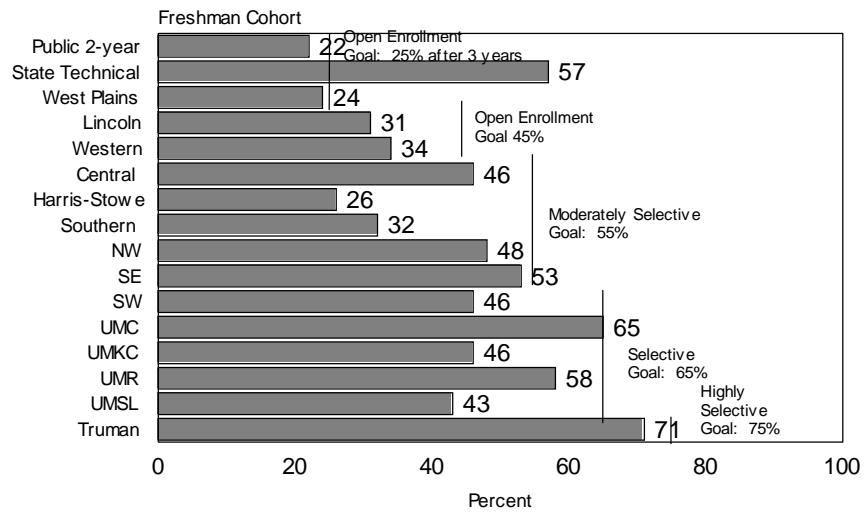
The board's mission differentiation performance goals also include the expectation that as the admissions selectivity of an institution increases, so should the institution's graduation rate. This is similar to the differential expectation for freshmen success or first-year completion rates. An institution's progress toward meeting the graduation rate performance goal is included in the board's FFR funding recommendations and is based on the proportion of first-time, full-time, degree-seeking freshmen equaling or exceeding:

- 75 percent after six years at highly selective institutions,
- 65 percent after six years at selective institutions,
- 55 percent after six years at moderately selective institutions,
- 45 percent after six years at open enrollment four-year institutions, and
- 25 percent after three years at public two-year colleges.

The goal does not specify how the graduation rate should be calculated, i.e., based on the number of students graduating from the institution they first entered (the home institution) or from any institution in the public sector (a common method being employed in several states).

Chart C8 shows the graduation rate of those students entering Missouri public four-year colleges or universities in the fall of 1994 who graduated from any of the state's public institutions (not necessarily the institution they first entered) within six years and the proportion that entered the state's public two-year institutions who graduated within three years.

Chart C8
Three- and Six-year Graduation Rate of the 1994 (4-year) or 1997 (2-year) Full-time Freshman Cohort Who Graduated from Any Missouri Public Institution as of Spring 2000



Source: EMSAS

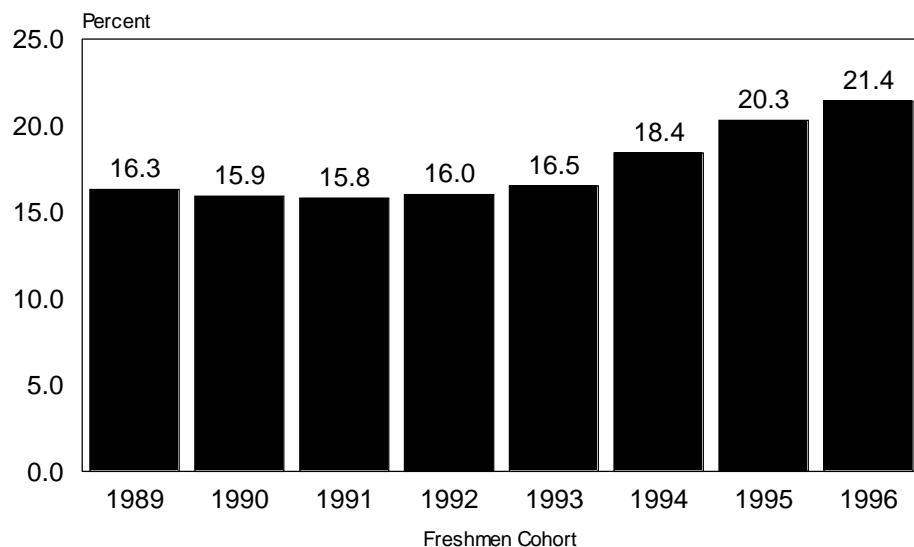
Overall, the three-year graduation rate for the state's public two-year community colleges' 1997 freshman cohort is 22 percent from any Missouri public college or university, which is beginning to approach the performance goal of 25 percent. In addition, the graduation rates for Linn State Technical College and Southwest Missouri State University-West Plains for the 1997 cohort are 57 percent and 24 percent, respectively.

The overall six-year graduation rate for the 1994 freshman cohort at the state's public four-year colleges and universities graduating from any Missouri public college or university is 52 percent, which compares to an overall rate of 47 percent for 1989 freshmen. The University of Missouri-Columbia has met the board's 65 percent graduation rate goal for selective admissions institutions; Truman State University is approaching the 75 percent six-year graduation rate goal with a graduation rate of 71 percent.

While six-year graduation rates from baccalaureate degree-granting institutions have become a national standard, many people are still interested and consider the proportion of students who graduate with a baccalaureate degree within four years an important measure of institutional performance. As Chart C9 indicates, the proportion of freshmen who enter the state's public baccalaureate degree-granting institutions and graduated within four years only marginally improved between 1989 and 1996, increasing from just over 16 percent to over 21 percent.

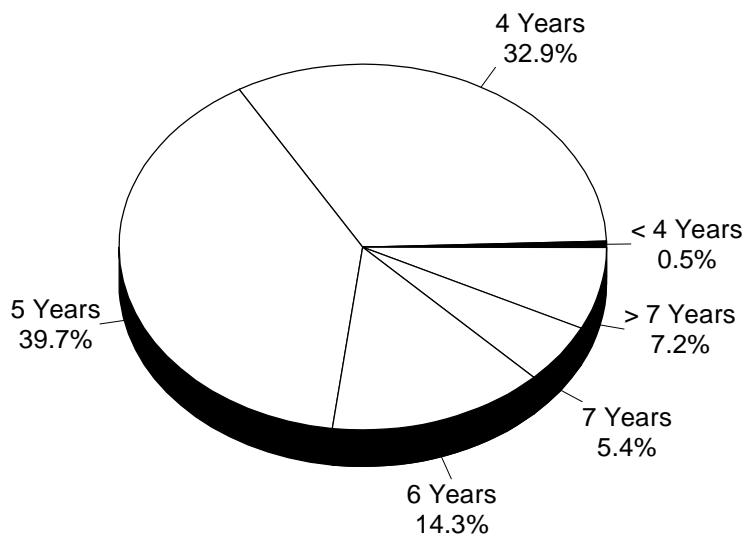
Another way to look at graduation rates is to consider how long it has taken a group of baccalaureate degree recipients to complete their degree. An analysis of the graduates who received a baccalaureate degree from one of the state's public colleges and universities in 1999 reveals that nearly a third of those graduates (32.9 percent) took four years to complete their degree, 39.7 percent took five years, and 26.9 percent took six years or more (Chart C10).

Chart C9
Four-year Graduation Rates at
Missouri Public Four-year Institutions



Source: EMSAS

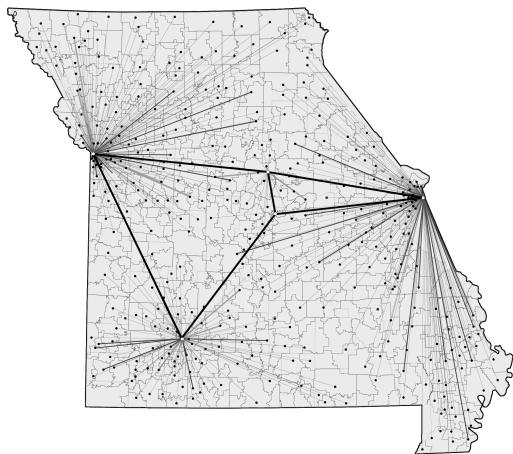
Chart C10
Time to Completion of Baccalaureate
Degree Recipients in 1999



Achieving Access and Quality through Technology-based Delivery Systems

In 1995 and 1996, reports from Coordinating Board's Resource Group for a Telecommunications-based Delivery System contained a number of recommendations for advancing access to and quality in the state's system of higher education through technology-based delivery systems. In response to those recommendations, the board has established an Advisory Committee on Technology and Instruction to help guide the board's efforts to achieve access and quality through technology-based delivery systems. Keystones of those initiatives are the Missouri Research and Education Network (MOREnet) and Missouri Bibliographic Information User System (MOBIUS) as well as the development of a Missouri Learners' Network.

MOREnet

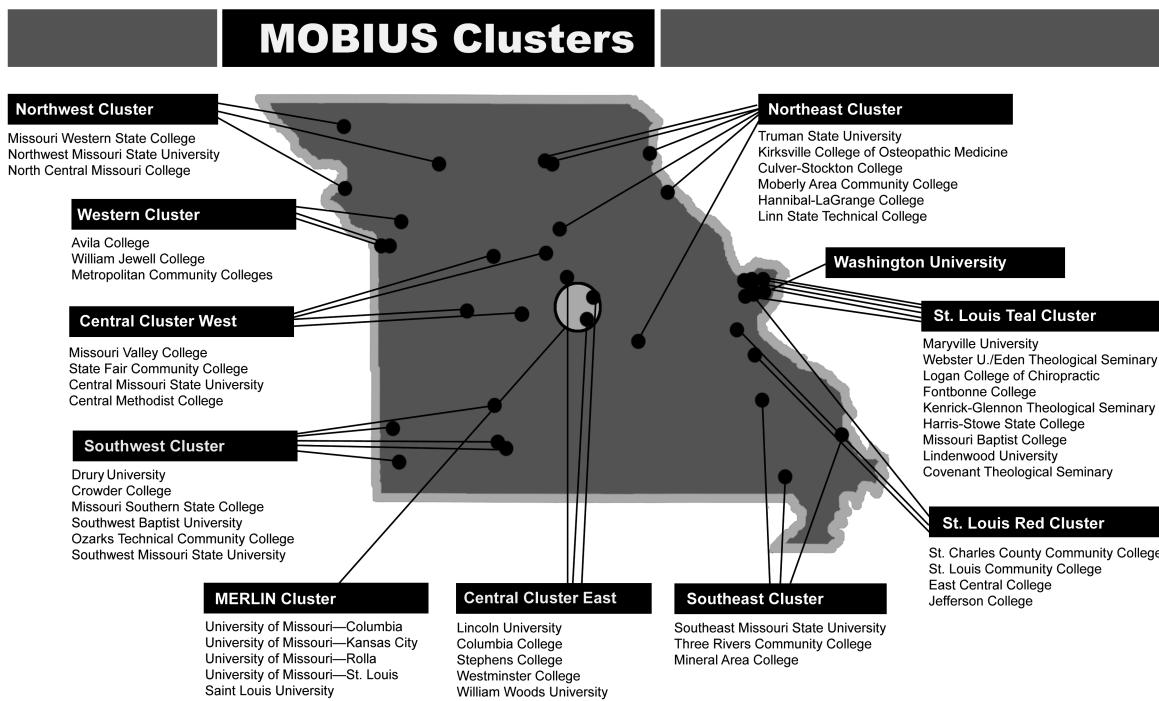


The educational and research needs of Missouri higher education for a high-speed state network are being addressed through appropriations to MOREnet. The first dedicated appropriation for the general funding of MOREnet was initiated in FY 1998 with a \$5 million appropriation to the University of Missouri, which serves as host to MOREnet. For FY 2001, the governor recommended an appropriation of \$12.1 million. This appropriation is used to provide data and video services via appropriate intrastate connection capacities and to the national Internet, as well as to provide for the management, operation, training, and software licenses for its member organizations. MOREnet's member organizations include public and independent colleges and universities, elementary and secondary schools, public libraries, agencies of state government, businesses and industries, as well as communities through community information networks.

In order for institutions to make maximum use of Internet connectivity and information technology in general, a strong campus infrastructure must exist. Access to a common library

platform for the exchange of teaching and learning resources among the state's colleges and universities is also vital to enhancing the state's technology-based delivery systems.

MOBIUS



The common library platform allows patron borrowing of library materials between participating institutions. Start-up funding for the project is \$10.2 million over three years. Ongoing funding of operational costs will be shared equally between the participating institutions and the state of Missouri. State funding was received in FY 1999 and FY 2000. The Coordinating Board's FY 2001 appropriations request for this project has been supported by both the governor and the House Budget Committee. The consortium of academic libraries has also implemented an interlibrary delivery system, which results in an average delivery time of one to two days.

Missouri Learners' Network

The Missouri Learners' Network was envisioned to provide information on, and access to, Missouri's growing number of distance education and web-based courses and programs in one comprehensive on-line database. The network will provide a single-source web access point for information about off-campus, technology-mediated courses for college credit. During its October 1999 meeting, the Coordinating Board unanimously endorsed the Missouri Learners' Network.

In practical terms, the network allows any citizen with Internet access to search for educational opportunities in several ways, e.g., by subject, keyword, level, institution, term, and format.

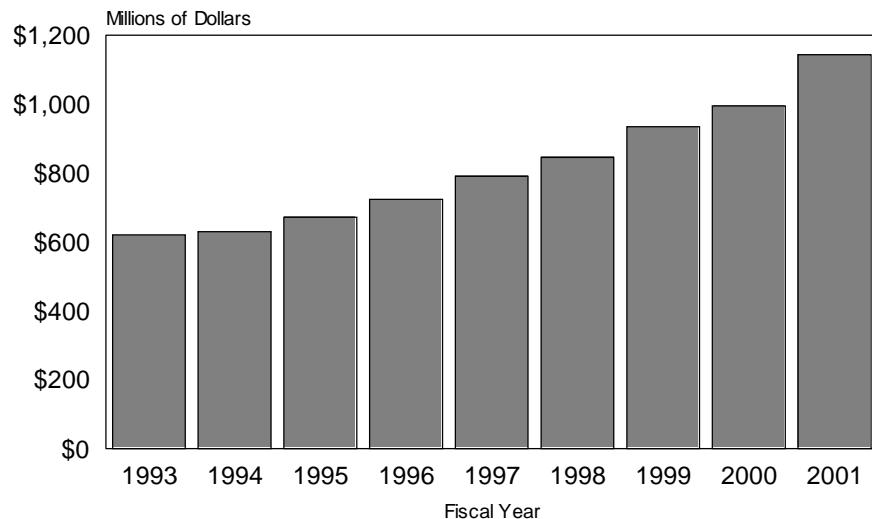
Eligible for inclusion in the network are courses that primarily do not require students to be on campus and are delivered through technology-mediated methods. The network, which focuses on providing both course and program information, also refers learners to institutions for services such as advising, library support, and the transfer of credit. When fully operational, the network will result in a more efficient use of resources by providing citizens with information about learning opportunities. As a result, citizens will become more aware of how Missouri's system of higher education can meet their needs.

Several participation agreements have been received from institutions and their data are loaded into the network database. In addition, the Missouri National Guard has entered into an agreement with the Missouri Learners' Network to provide its 11,000 national guard members with access to the state's college and university courses and programs available electronically. The Missouri Learners' Network FY 2002 request for \$460,076 was not fully recommended by the governor. He did recommend \$50,000 in one-time funding to establish operations and safeguards for the MLN. The House supported the governor's recommendation.

D. FOUNDATIONS OF ACCESS, QUALITY, AND EFFICIENCY

Much was accomplished during the 1990's to enhance the financial condition of Missouri's public institutions and to ensure student access to higher education. The foregoing discussion of the Coordinating Board's initiatives targeted toward access, quality, and efficiency is underlain by a foundation of sound financial policy and strong state support. Overall, state support for higher education has increased from \$620 million in FY 1993 to \$1.143 billion in FY 2001, or by 84 percent (Chart D1).

Chart D1
State Appropriations to Higher Education



Institutional Support

State support for higher education operations has been strong among the various sectors of higher education. Chart D2 indicates that state support for public four-year institutions increased from \$499 million in FY 1993 to \$792 million in FY 2001, representing 52 percent of the revenues for the operations of those state colleges and universities.

Chart D3 indicates that state support for operating expenses and programmatic initiatives at public community colleges increased from \$71 million to \$152 million over this same period and represents 42 percent of the operating revenues of the state's public two-year institutions. Some of this increase is the result of the addition of two new community colleges to the system, as well as the role of all community colleges in implementing the *State Plan for Postsecondary Technical Education*.

Higher education funding for Linn State Technical College began in FY 1997 and totaled \$5.2 million in FY 2001. This increase in operating funding is the result of Linn State Technical College joining the state system of higher education in FY 1997. It also reflects the state's commitment to advanced postsecondary technical education, as well as the cost of upgrading and establishing technical programs not taught elsewhere in the public higher education system.

These funding increases to the state system of higher education have come primarily through enhancements to institutions' core budgets (inflation funding) and a state commitment to performance funding (FFR). These two funding mechanisms provide institutions with unrestricted revenues that are used to support their general operations, especially the salaries of instructional and support staff.

Chart D2
Four-year Institutions' Appropriations

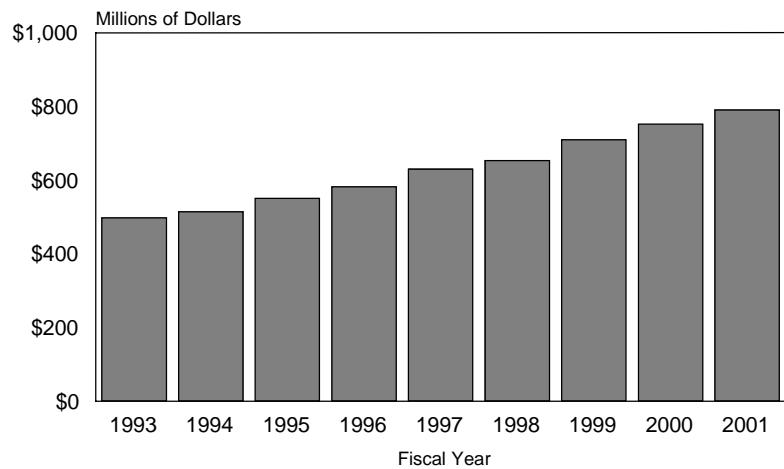
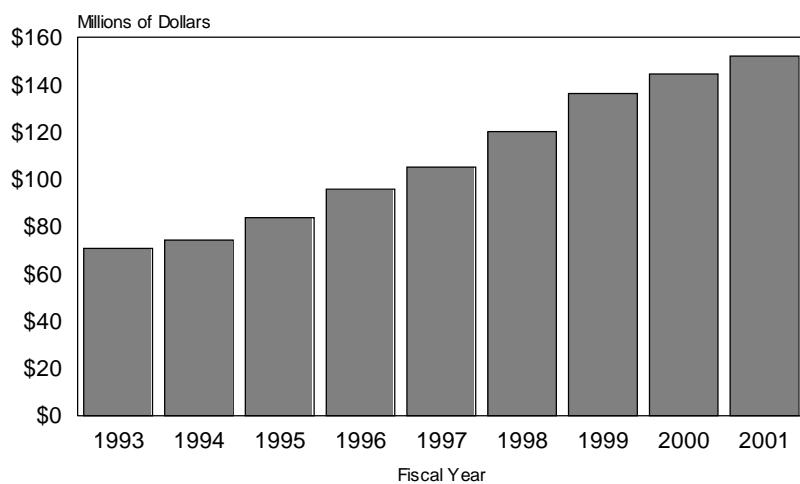


Chart D3
Community Colleges' Appropriations



Physical Plant

State support for the physical infrastructure of public colleges and universities is necessary to maintain the state's investment in public facilities. State support also encourages new construction or the renovation of existing facilities that expand opportunities for teaching, learning, and research, and support the institutional mission. This support is provided through ongoing funding for maintenance and repair and one-time project funding for construction and renovation. The Coordinating Board's guidelines for capital improvements and maintenance and repair prioritize support for renovation of existing facilities and prudent stewardship of the campus' physical plants.

Maintenance and Repair

Since FY 1993, state support for maintenance and repair has increased by 110 percent at four-year institutions and by 271 percent at community colleges. Table D4 demonstrates how this support has been incorporated into institutions' core budgets.

Table D4
State Appropriations for Maintenance and Repair
FY 1995 to FY 2001

Fiscal Year	Annual Change	Amount in Core Two-year Institutions*	Annual Change	Amount in Core Four-year Institutions**	Annual Change	2- and 4-year Institutions	Total Core Amount for 2- and 4-year Institutions
	Two-year Institutions*	Two-year Institutions*	Four-year Institutions**	Four-year Institutions**	2- and 4-year Institutions		
1995	0	0	\$12,378,524	\$12,378,524			
1996	\$1,480,392	\$1,480,392	\$6,742,000	\$19,120,524	\$8,222,392		\$20,600,916
1997	\$1,718,372	\$3,198,764	\$5,062,564	\$24,183,088	\$6,780,936		\$27,381,852
1998	0	\$3,198,764		0	\$24,183,088	0	\$27,381,852
1999	\$2,291,965	\$5,490,729	\$1,871,771	\$26,054,859	\$4,163,736		\$31,545,588
2000	0	\$5,490,729		0	\$26,054,859	0	\$31,545,588
2001	0	\$5,490,729		0	\$26,054,859	0	\$31,545,588

*Two-year institutions, by statute, may receive appropriations for maintenance, repair, and equipment in the amount of 10 percent of the most recent year's state aid

appropriation to community colleges. The FY 1999 maintenance and repair amount was 5 percent of state aid. In FY 2000, the CBHE requested and the legislature and governor approved an additional \$5,859,819 for support in capital projects.

**The four-year institutions may receive an amount up to 1.25 percent of the replacement value of their physical plant as targeted by the CBHE.

State support for maintenance and repair funding has not been increased since FY 1999. The state's investment in facilities at colleges and universities needs to be preserved through this funding source.

Capital Improvements

State appropriations for capital projects at public colleges and universities have totaled more than \$704 million since FY 1994 (Table D5). These appropriations have underwritten projects at all public four-year institutions and, beginning with the FY 2000 budget, will assist capital projects at all public two-year colleges. State support cannot be used for projects supporting auxiliary facilities (e.g., dormitories and athletic facilities). New construction requires local matching funds of 20 percent of the project cost at four-year institutions to 50 percent at community colleges.

Table D5
State Appropriations for Capital Improvements
FY 1994 to FY 2001

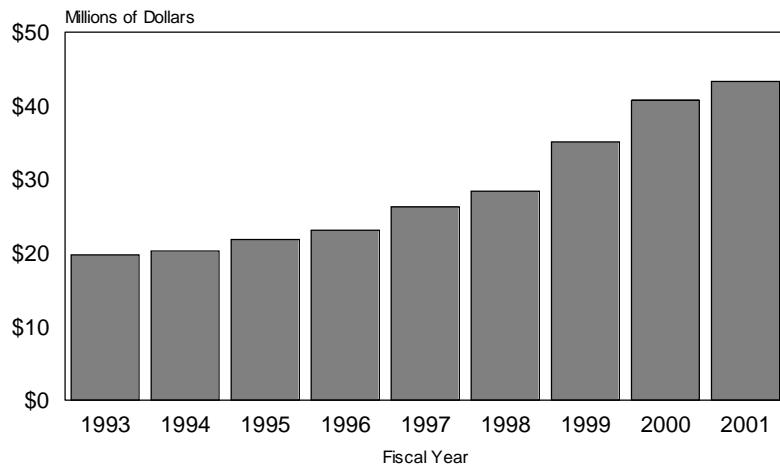
Fiscal Year	Four-year Institutions	Community Colleges	Linn State	Total	Cumulative Total
1994	\$10,665,140	0	0	\$10,665,140	\$10,665,140
1995	\$143,268,884	\$5,700,000	0	\$148,968,884	\$159,634,024
1996	\$65,065,509	0	0	\$65,065,509	\$224,699,533
1997	\$65,244,635	0	\$2,375,000	\$67,619,635	\$292,319,168
1998	\$47,783,673	\$1,500,000	\$750,000	\$50,033,673	\$342,352,841
1999	\$123,450,604	\$7,655,000	\$5,335,941	\$136,441,545	\$478,794,386
2000	\$73,402,729	\$6,709,819	\$6,020,653	\$86,133,201	\$564,927,587
2001	\$127,504,437*	\$6,709,819	\$5,828,681*	\$140,042,937	\$704,970,524
Total	\$656,385,611	\$28,274,638	\$20,310,275	\$704,970,524	

*Governor has held appropriations in reserve

Student Support

Overall, state support for student financial assistance has increased by 125 percent since FY 1993. This increase includes the establishment of the Missouri College Guarantee Program and Advantage Missouri Program. Chart D6 traces this increased support from FY 1993.

Chart D6
Grant and Scholarship Appropriations



Both the Affordability Commission and the National Report Card identified student support as a high priority. The Report Card gave Missouri a low score in state grant aid for low-income families and share of family income that must be used for higher education. As stated in the Affordability Commission's recommendations, state financial assistance, especially funding for need-based aid, must be increased.

APPENDIX

Accredited Missouri Postsecondary Institutions with the Higher Learning Commission of the North Central Association

Accredited Institutions

Aquinas Institute of Theology
Assemblies of God Theological Seminary
Avila College
Central Methodist College
Central Missouri State University
Cleveland Chiropractic College
College of the Ozarks
Columbia College
Conception Seminary College
Concordia Seminary
Cottey College
Covenant Theological Seminary
Crowder College
Culver-Stockton College
Deaconess College of Nursing
Drury University
East Central College
Eden Theological Seminary
Evangel University
Fontbonne College
Forest Institute of Professional Psychology
Hannibal-LaGrange College
Harris-Stowe State College
Jefferson College
Jewish Hospital College of Nursing and Allied Health
Kansas City Art Institute
Kenrick-Glennon Seminary
Kirksville College of Osteopathic Medicine
Lester L. Cox College of Nursing and Health Sciences
Lincoln University
Lindenwood University
Linn State Technical College
Logan University
Maryville University of Saint Louis
Metropolitan Community Colleges
Midwestern Baptist Theological Seminary
Mineral Area College
Missouri Baptist College

Accredited Institutions (continued)

Missouri Southern State College
Missouri Valley College
Missouri Western State College
Moberly Area Community College
North Central Missouri College
Northwest Missouri State University
Ozarks Technical Community College
Park University
Ranken Technical College
Research College of Nursing
Rockhurst University
St. Charles County Community College
St. Louis College of Pharmacy
St. Louis Community College
Saint Louis University
St. Luke's College
St. Paul School of Theology
Southeast Missouri State University
Southwest Baptist University
Southwest Missouri State University
Southwest Missouri State University-West Plains
State Fair Community College
Stephens College
Three Rivers Community College
Truman State University
University of Health Sciences/College of Osteopathic Medicine
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Rolla
University of Missouri-Saint Louis
Washington University
Webster University
Wentworth Military Academy and Junior College
Westminster College
William Jewell College
William Woods University

Institutions with Candidacy Status

Calvary Bible College and Seminary
St. Louis Christian College